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Report assessing scope and content of institutional research, the organization to produce it, its impact upon institutions, and the role of the registrar in conducting it. Data reported are based upon questionnaire responses from 51 selected institutions and 8 institutional visits. Appendixes contain basic documents used in study, a bibliography of 145 studies and materials related to institutional research, and some "Do's and Don'ts" for institutional research programs.

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"THE ROLE OF THE REGISTRAR IN INSTITUTIONAL RESEARCH,"

A STUDY OF 53 COLLEGES AND UNIVERSITIES

ROLLIN E. GODFREY
REGISTRAR AND
S. R. E. B. RESEARCH FELLOW
1958 - 1959

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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THE WOMAN'S COLLEGE
OF THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO, N. C.
JULY 1959

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To the 46 people who were interviewed go my thanks for their time and gracious hospitality. Each of them I now consider a friend. Likewise, those who responded to the questionnaire, and those who wrote me that they would not be able to, are people to whom I am grateful for their considerate replies.

A final word of appreciation goes to the American Association of Collegiate Registrars' and Admissions Officers' Committee on Evaluation and Standards. As a member of that committee in 1957-58, I received much stimulation to explore one of the professional aspects of the Registrar's work. The 1958-59 committee, under the chairmanship of Miss Irene Davis, Registrar at Johns Hopkins University, offered further stimulus to the study by expressing interest in it. Also, the content of the programs of the annual meeting of that organization have had no small part in impelling me to undertake a study of this nature. It is sincerely hoped that the findings will be of interest and value to some of its membership.

R. E. G.

July 31, 1959

CHAPTER I

THE NATURE OF THE PROBLEM

Introduction

Fortune magazine[1] reports that Dr. Edward Litchfield, Chancellor of the University of Pittsburgh, has identified four major propositions supporting the notion that administration is basically the same in all types of organizations.

> "(1) All administrative processes include decision-making, programing, communicating, controlling, and reappraising; the process, furthermore, is cyclical in nature, it keeps on repeating.
>
> (2) Administration covers policy making, the use of resources (people, money, authority, and materials), and policy execution.
>
> (3) The administrative process is part of a larger 'action system' whose three other 'dimensions' are the performing individual, the total enterprise, and the all-embracing 'ecology' (environment).
>
> (4) Administration is the performance of the administrative process by an individual or a group in the context of an enterprise functioning in its environment."

It is the decision-making and re-appraising of processes stated under the first proposition which capture the attention of this study. In higher education how one makes up his mind is at times as serious a matter as is the choice of subjects upon which decisions are to be reached. The need to secure facts and to utilize them in decision-making and in re-appraisal is critical. Decisions based solely upon hunch, hearsay, and expediency (political and otherwise) hardly become the administrator of an institution whose central purposes include teaching, research, and service.

---

[1] Herbert Solow, "The All-Purpose Executive," Fortune, December 1958. p 124

"Only an idiot would try to run an institution of higher education without the benefit of the information which institutional research provides," said the Vice-President of a leading southern university recently. He was, of course, referring to the necessity for gathering facts and figures which are appropriate for decision-making. Needless to say, many leading colleges and universities have long since "tooled up" to provide administration with necessary facts and figures, and there seems to be good reason to believe that many others are rapidly formalizing an organization of some sort within the institution to provide this service. In addition, the U. S. Office of Education's Division of Higher Education, the American Council on Education, and the N. E. A.'s American Association of Colleges for Teacher Education are providing "clearing-house" services in acquiring and listing studies and other research activities under way in numerous colleges and universities. Within the past year both the Western Interstate Commission for Higher Education, and the Southern Regional Education Board have made inquiries into the status of institutional research and have sponsored activities which would foster its development. State Boards of Higher Education are engaging the services of researchers, either on a full-time basis for their own inter-institutional studies, or on a part-time basis by securing the services of a competent institutional research director from a nearby college or university.

Since there is a growing awareness of the possibilities in institutional research, there is a need to focus attention on certain questions about it.

1) What is institutional research? What is its scope; its content?
2) In what ways may the resources of the institution be organized to provide it? Where does one obtain data for institutional research?
3) What impact, if any, does such research have upon the destiny of the institution?

It is the purpose of this report to bring together the results of a six-months study in the hope that these questions will be answered to some extent. Since the Registrar is a central person in providing information for this study, his role in the various institutional research programs will be discussed. The thought persists that while definite answers to the three questions may be impossible at this time, the need for institutional research programs on a continuing basis will become evident.

Sources of Data

Providing services equally to faculty, students, administration, and alumni, the Registrar is strategically located in the operational scheme of things to provide data on many facets of college operation. For this reason, it was decided to ask Registrars (and/or Admissions Officers, since these two activities are most often combined) to report by means of a questionnaire (see Appendix A) on the status of institutional research. It was assumed that although many of them would not have central responsibility for the production of the research, Registrars and/or Admissions Officers would provide most readily information concerning the status of institutional research at their institutions.

This study was confined to selected institutions falling into one of three categories:

1) all within the sixteen-state area of the Southern Regional Education Board[1] enrolling 5,000 or more students, plus the two largest institutions in Mississippi, a total of 40 in all.

2) thirteen large well-known institutions outside the southern region, many of which have offices or bureaus of institutional research.

---

[1] Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia

3) the 10 largest colleges for women in the U. S. excluding the Woman's College of the University of North Carolina.

In addition to the questionnaire eight institutions were visited, with interviews being held with the research directors, registrars, deans, and others concerned with this activity. Responses to the questionnaire totalled 51 out of 63. (81%) (See Table I). Three recipients not completing the questionnaire wrote letters describing their institutional research operations. (See Appendix D.) Thus a total of 54 responses was collected. In addition, a large number of institutional studies and reports were received and reviewed as to content and format.

Limitations

The visits, the questionnaire responses, and the letters provide the subject matter of this report. Each has been analyzed to reveal information which would be helpful in answering the questions raised earlier. The analyses provide the basis for certain ideas and conclusions which will be set forth later. There are, however, certain things which this study is not attempting to do:

1) it is not attempting to set hard and fast final definitions for terms which are used in the report.

2) it is not attempting to portray institutional research as the means whereby all of the problems

TABLE I. SIZE, LOCATION, AND TYPE OF SUPPORT OF COLLEGES AND UNIVERSITIES RESPONDING TO THE QUESTIONNAIRE

		Total		Under 5,000[1]		5,000 to 9,999		10,000 to 19,999		20,000 or over	
		No.	Percent	State*	Other**	State	Other	State	Other	State	Other
Woman's Colleges and Universities		6	60.0	1	5	0	0	0	0	0	0
Southern Colleges and Universities		33	82.5	0	0	17	9	6	1	0	0
Non-Southern Institutions		12	92.3	0	0	1	2	2	1	6	0
Sub-Total	No.	51		1	5	18	11	8	2	6	0
	Percent		100.0	1.9	9.8	35.3	21.6	15.7	3.9	11.8	0.0
Total	No.	51		6		29		10		6	
	Percent		100.0	11.8		56.8		19.6		11.8	

* Total State Supported Institutions - - - - - 33 (64.7%)

** Total Non-State Supported Institutions - - - 18 (35.3%)

---

1. U. S. Dept. of Health, Education, and Welfare, Opening Enrollment in Higher Education Institutions, Fall, 1957.

in higher education can be solved to the satisfaction of all concerned.

3) it is not attempting to establish the boundaries of institutional research; it merely sets forth such scope and content as was revealed in this study.

4) it is not attempting to suggest that any one plan of organization for conducting institutional research is superior to all others

5) it does not presume that the Registrar knows all of the institutional research activities which take place at his institution, nor that he would attempt to learn about all of them in order to reply to the questionnaire.

To revert to positive statements, perhaps this study should best be viewed only as an attempt to learn more about the possibilities for service which institutional research activities can provide, and the role which some Registrars have assumed in such activities.

Definitions

As the study progressed, certain understandings were brought to light. First, institutional research had at least three meanings: (a) that private research done by faculty members with financial aid from a fund set up and controlled by the institution; (b) the research performed by an individual or unit within an institution through a contract with an outside agency or corporation (sometimes, this money was deposited to an institutional account and administered by the institution rather than the agency); (c) that kind of inquiry which an institution or unit within the institution makes about its own operations or the activities and operations of several other institutions whose policies and programs affect its destiny. While it is this latter kind of research which is the central concern of the study, even such operational research as defined in (c) is subject to further refinement. Such an activity can be concerned with "administrative" or "president's office" research, answering such questions as, how much does it cost to offer the course, Alligator Farm Management 101, each semester? It may also be concerned with "general" research into such questions as, the role of foreign languages in liberal arts colleges, or an inquiry into the decisions of youth about education beyond high school. Since "general" research can have practical implications for specific institutions, it should be considered as one kind of "operational" research and is so included in this study.

A further area of concern developed around the differences between a report, a study, and research. In a very real sense, the compilation and consolidation of any kind of statistical data has research aspects in that certain questions are implied in the collection:

1) What data shall be collected?

2) In what way(s) is it to be used?

3) In what form shall it be compiled?

4) Where shall it be put or sent after it is assembled?

Such questions as these imply that a problem exists or can exist, that it can be solved in part at least by collecting data in a certain form, and that some one will have reason to use it at some future time. A compilation of the geographic distribution of students year after year and publishing a five or ten year summary in a Registrar's annual statistical report is thought to typify this kind of research.

On the other hand, many people would feel this to be a too "watered-down" definition of research. To them it would lack dignity, narrative, immediate need, testing and drawing conclusions about certain hypotheses, and a suitable review of the literature. One interesting point of view holds that the term institutional research should not apply where there is no facility for continuing the studies which have been begun. Another is that institutional research is that which improves management, or studies which are made for the purpose of improving management.

Perhaps clarity might emerge from a listing of three or four definitions offered by Carter Good[2]:

---

[2] Carter V. Good, editor, Dictionary of Education. McGraw-Hill Book Co., Inc., New York and London, 1945, 495 pp.

> Report. An oral or written account usually of an official character, such as the return of a committee or officer to a superior or an account rendered to a board, a committee, or the public. (Unlike a record, a report is not a primary, but a derived statement.)
>
> Research. Ideally, the careful, unbiased investigation of a problem, based insofar as possible upon demonstrable facts and involving refined distinctions, interpretations, and usually some generalization.
>
> Study. Application of the mind to a problem or subject, a branch of learning. An investigation of a particular subject, or the published findings of such an investigation.
>
> Study, statistical. (1.) A study involving statistical techniques; a broad term which cuts across both status and longitudinal studies when statistical techniques are prominent; loosely, a quantitative study; (2.) in a special sense, a study designed to evaluate or improve statistical techniques.

The output of institutional research materials as collected during this study could be categorized under one or more of the above terms. However, it is felt that for this investigation the term "study" is most all-inclusive, particularly with reference to the latter half of the definition. Throughout the remainder of the report then, the term, institutional studies will be used to connote the output of organizations established to examine various facets of institutional operation. There will be a need for further definitions and explanations and these will be provided as it arises.

The remainder of this study is divided into three parts. First, the 51 questionnaire responses are analyzed in order to determine how they help answer the basic questions of the study. Second, the 8 institutional visits are discussed. Last, there is a summation of the findings, and a presentation of conclusions which may be drawn from the study. There is also an Appendix which contains basic documents used in the study, and a listing of 145 studies and materials collected during the period of the study, and other items of information which are thought to be of interest or value.

CHAPTER II

QUESTIONNAIRE ANALYSIS

Fifty-one institutions responded to the questionnaire mailed them in November, 1958. (See Appendix A.) It was mailed to the Registrar and/or Admissions Officer, and in only one or two cases was it completed in another office. The total of the responses, therefore, is considered essentially the work of this one group of people. It is their impressions of the total institutional research activity and their role in it. The documents vary in completeness of answers, some Registrars answering every item in each of the four columns according to instructions, others answering only one column, or only those categories about which they had definite information. Only one questionnaire was considered unusable, the procedure in analysis being of such a nature that all others were thought to add to the kind of information requested.

In the study of questionnaire responses, answers to the following questions were sought:

1. Using the twenty-four research areas developed by the U. S. Office of Education's Division of Higher Education, do the responses of the Registrars indicate differences in subjects researched due possibly to the size of institution?
2. Under the same conditions do the differences in

areas researched seem to be related to the type of support the institution receives, (i. e. state vs. non-state financed)?

3. Is the role of the Registrar in institutional research influenced by the size of the institution he serves, by its type of support, or by its geographical location?

4. In what research areas, if any, are reports made, but no part in making them is played by the Registrars? In what areas are no reports made at all?

5. What offices or groups on-campus produce institutional studies in the U. S. Office of Education research areas?

6. Which are the principal offices requesting that studies be made?

7. How often are studies in the various areas produced?

8. What are the prevalent patterns of organization to produce studies in the various institutions? Are there differences in these patterns which may be related to size, location, or type of support?

In seeking answers, several tables were developed and have been included in this chapter.

A.

Using the twenty-four categories of research areas developed by the U. S. Office of Education's Division of Higher Education, do the responses of the Registrars indicate differences in number and kind of subjects researched due possibly to the size of the institution?

Studies were reported for one or more institutions in each of the research areas. The five areas reported most frequently for all institutions included in order of frequency, Admissions, Institutional Purposes (Planning and Enrollment Forecasts), Facilities, Grading and Examinations, and Student Characteristics. The six reported least frequently for all institutions included from lowest to highest Work-Study Programs, Liberal-General Education, Administration, Extension and Adult Education, Library, and Teaching Methods. It should be noted that in the latter group, as many as 43% of the institutions reported studies in the least frequently noted area. Studies in "Other" areas while totalling 49%, generally will be omitted from further consideration in these discussions because the information about them is too indefinite to add much of value.

For the group of 6 institutions enrolling 20,000 students or more, the most frequently studied areas were Admissions, Curriculum, Facilities, Finance, Grading and Examinations, Institutional Purposes (Planning and Enrollment Forecasts), and Student Characteristics, studies in these areas being reported in 100% of the institutions. (See Table II.) Those areas reported least often were Administration, Alumni, Extension, and Work-Study Programs, such studies being reported in only 50% of the institutions.

TABLE II. SUBJECT AREAS IN WHICH INSTITUTIONAL STUDIES HAVE BEEN MADE BY SIZE OF INSTITUTION

		Woman's Colleges	Southern Institutions			Non-Southern Institutions				Total				
Enrollment		1,250 to 2,500	5,000 to 9,999	10,000 to 19,999	Total	5,000 to 9,999	10,000 to 19,999	Total	20,000 and over	1,250 to 2,500	5,000 to 9,999	10,000 to 19,999	20,000 and over	Total
	Column	A	B	C	D	E	F	G	H	I	J	K	L	M
Category	Total No.=	6	26	7	33	3	3	6	6	6	29	10	6	51
Administration	No.	3	15	5	20	2	1	3	3	3	17	6	3	29
	%	50.0	57.7	71.4	60.6	66.6	33.3	50.0	50.0	50.0	58.6	60.0	50.0	56.8
Admissions	No.	3	25	7	32	3	3	6	6	3	28	10	6	47
	%	50.0	96.1	100.0	96.9	100.0	100.0	100.0	100.0	50.0	96.5	100.0	100.0	92.1
Alumni	No.	3	17	5	22	3	1	4	3	3	20	6	3	32
	%	50.0	65.3	71.4	66.7	100.0	33.3	66.7	50.0	50.0	68.9	60.0	50.0	62.7
Articulation	No.	3	15	4	19	2	1	3	5	3	17	5	5	30
	%	50.0	57.7	57.1	57.6	66.6	33.3	50.0	83.3	50.0	58.6	50.0	83.3	58.8
Curriculum	No.	3	18	7	25	2	2	4	6	3	20	9	6	38
	%	50.0	69.2	100.0	75.7	66.6	66.6	66.7	100.0	50.0	68.9	90.0	100.0	74.5
Extension & Adult Education	No.	1	15	7	22	0	3	3	3	1	15	10	3	29
	%	16.7	57.7	100.0	66.7	0.0	100.0	50.0	50.0	16.6	51.7	100.0	50.0	56.8
Extracurricular Activities	No.	1	17	6	23	3	1	4	4	1	20	7	4	32
	%	16.7	65.3	85.7	69.7	100.0	33.3	66.7	66.7	16.6	68.9	70.0	66.6	62.7
Facilities	No.	5	21	7	28	3	2	5	6	5	24	9	6	44
	%	83.3	80.8	100.0	84.8	100.0	66.7	83.3	100.0	83.3	82.7	90.0	100.0	86.2
Faculty	No.	4	18	7	25	2	2	4	5	4	20	9	5	38
	%	66.7	69.2	100.0	75.7	66.7	66.7	66.7	83.3	66.7	68.9	90.0	83.3	74.5

TABLE II. CONTINUED

		Woman's Colleges	Southern Institutions			Non-Southern Institutions				Total				
	Enrollment	1,250 to 2,500	5,000 to 9,999	10,000 to 19,999	Total	5,000 to 9,999	10,000 to 19,999	Total	20,000 and over	1,250 to 2,500	5,000 to 9,999	10,000 to 19,999	20,000 and over	Total
	Column	A	B	C	D	E	F	G	H	I	J	K	L	M
Category	Total No.=	6	26	7	33	3	3	6	6	6	29	10	6	51
Finance	No.	3	18	7	25	2	2	4	6	3	20	9	6	38
	%	50.0	69.2	100.0	75.7	66.7	66.7	66.7	100.0	50.0	68.9	90.0	100.0	74.5
Grading and Exams	No.	3	24	7	31	3	1	4	6	3	27	8	6	44
	%	50.0	92.3	100.0	93.9	100.0	33.3	66.7	100.0	50.0	93.1	80.0	100.0	86.2
Graduate Education	No.	2	16	7	23	2	2	4	5	2	18	9	5	34
	%	33.3	61.5	100.0	69.7	66.7	66.7	66.7	83.3	33.3	62.1	90.0	83.3	66.7
Graduation Requirements	No.	3	19	7	26	3	3	6	4	3	22	10	4	39
	%	50.0	73.1	100.0	78.8	100.0	100.0	100.0	66.7	50.0	75.8	100.0	66.7	76.4
Independent Study	No.	2	16	7	23	3	2	5	5	2	19	9	5	35
	%	33.3	61.5	100.0	69.7	100.0	66.7	83.3	83.3	33.3	65.5	90.0	83.3	68.6
Institutional Purposes	No.	3	25	7	32	3	2	5	6	3	28	9	6	46
	%	50.0	96.1	100.0	96.9	100.0	66.7	83.3	100.0	50.0	96.5	90.0	100.0	90.1
Liberal-General Education	No.	2	11	6	17	2	1	3	4	2	13	7	4	26
	%	33.3	42.3	85.7	51.5	66.7	33.3	50.0	66.7	33.3	44.8	70.0	66.7	50.9
Library	No.	2	14	6	20	2	1	3	4	2	16	7	4	29
	%	33.3	53.8	85.7	60.6	66.7	33.3	50.0	66.7	33.3	55.1	70.0	66.7	56.8
Professional & Tech. Education	No.	2	15	6	21	2	1	3	4	2	17	7	4	30
	%	33.3	57.7	85.7	63.6	66.7	33.3	50.0	66.7	33.3	58.6	70.0	66.7	58.8

TABLE II. CONTINUED

		Woman's Colleges	Southern Institutions			Non-Southern Institutions				Total				
Enrollment		1,250 to 2,500	5,000 to 9,999	10,000 to 19,999	Total	5,000 to 9,999	10,000 to 19,999	Total	20,000 and over	1,250 to 2,500	5,000 to 9,999	10,000 to 19,999	20,000 and over	Total
	Column	A	B	C	D	E	F	G	H	I	J	K	L	M
Category	Total No.=	6	26	7	33	3	3	6	6	6	29	10	6	51
Self-Studies	No.	2	20	6	26	2	2	4	4	2	22	8	4	36
& Surveys	%	33.3	76.9	85.7	78.8	66.7	66.7	66.7	66.7	33.3	75.8	80.0	66.7	70.6
Student	No.	2	21	7	28	3	2	5	6	2	24	9	6	41
Characteristics	%	33.3	80.0	100.0	84.8	100.0	66.7	83.3	100.0	33.3	82.7	90.0	100.0	80.4
Summer Sessions	No.	2	20	6	26	2	2	4	5	2	22	8	5	37
	%	33.3	76.9	85.7	78.8	66.7	66.7	66.7	83.3	33.3	75.8	80.0	83.3	72.5
Teaching Methods	No.	2	14	6	20	2	1	3	4	2	16	7	4	29
	%	33.3	53.8	85.7	60.6	66.7	33.3	50.0	66.7	33.3	55.2	70.0	66.7	56.8
Work-Study	No.	2	10	4	14	2	1	3	3	2	12	5	3	22
Programs	%	33.3	38.5	57.1	42.4	66.7	33.3	50.0	50.0	33.3	41.4	50.0	50.0	43.1
Other Studies	No.	2	12	4	16	0	2	2	5	2	12	6	5	25
	%	33.3	46.1	57.1	48.5	0.0	66.7	33.3	83.5	33.3	41.4	60.0	83.3	49.0

The pattern for the 29 institutions enrolling 5,000 to 9,999 students reveals studies reported most frequently in order of frequency to be in the areas of Admissions, Institutional Purposes (Planning and Enrollment Forecasts), Grading and Examinations, Facilities, and Student Characteristics. Those least often reported were (ranked from lowest up) Work-Study Programs, Liberal-General Education, Extension, Library, and Teaching Methods.

Each of the 10 institutions enrolling 10,000 or more students reported studies in the areas of Admissions, Extension, and Graduation Requirements; 90% of them reported studies in Curriculum, Facilities, Faculty, Finance, Graduate Education, Independent Study, Institutional Purposes (Planning and Enrollment Forecasts), and Student Characteristics. At the other end of the scale, beginning with the lowest, were Articulation and Work-Study Programs, followed by Administration and Alumni.

For purposes of clarifying the situation further, Table III was devised. It indicates the areas in which studies were reported in 80% or more of the institutions, and those areas in which studies were reported in less than 60% of the institutions. This analysis is shown for all institutions and for those in each of four categories of size. In terms

TABLE III. AREAS OF STUDIES REPORTED IN OVER 80% AND UNDER 60% OF THE 51 INSTITUTIONS BY SIZE OF INSTITUTION

	1,250 to 2,500 6 Institutions	5,000 to 9,999 29 Institutions	10,000 to 19,999 10 Institutions	20,000 and over 6 Institutions	Total 51 Institutions
Most frequently reported (in over 80% of the institutions)	Facilities (1)	Admissions Facilities Grading and Exams Institutional Purposes Student Characteristics (5)	Admissions Curriculum Extension Facilities Faculty Finance Grading & Exams Graduate Education Graduation Requirements Independent Study Institutional Purposes Self-Studies Student Characteristics Summer Sessions (14)	Admissions Articulation Curriculum Facilities Faculty Finance Grading & Exams Graduate Education Independent Study Institutional Purposes Student Characteristics Summer Sessions (12)	Admissions Facilities Grading and Exams Institutional Purposes Student Charac. teristics (5)
Least frequently reported (in under 60% of the institutions)	All others except Faculty and Graduation Requirements (20)	Administration Articulation Extension Liberal-General Library Prof. & Tech. Ed. Teaching Methods Work-Study (8)	Articulation Work-Study (2)	Administration Alumni Extension Work-Study (4)	Administration Articulation Extension Liberal-General Library Prof. & Tech. Ed. Teaching Methods Work-Study (8)

of areas studied, it appears that institutions enrolling 10,000 to 19,000 students have studies in the largest number of areas (14) represented, with institutions enrolling 20,000 or more having studies in 12 areas. The smaller institutions (1,250 to 2,500) are notable by a lack of areas studied, there being but one (Facilities) reported in 80% or more of the cases.

With regard to areas in which studies were reported in less than 60% of the cases, the institutions enrolling 10,000 to 19,999 have the fewest listed (2). The smaller institutions were at the other extreme with 20 areas listed.

The relationship between areas studied or not studied in institutions enrolling 5,000 to 9,999 students and the total group is interesting. Identically the same areas are reported as being studied, and as being not studied. This may in part be due to the fact that institutions of this size constitute approximately 57% of the total group. Since from the table, however, it seems obvious that areas studied or not studied is related to the size of the institution, those reported in this size of institution and included in those reported for larger institutions, may well be the "core" of areas to be studied around which either the decision-making of the institution is built, or around which the

Registrar's activities are mostly centered. Studies in the area of Finance would have fallen in this category had the 80% cutting score been reduced to 70.

One further point which should be noted is that all of the smaller institutions (1,250 to 2,500 students) are woman's colleges. Why this group shows a lack of reported study-making is a subject upon which to speculate. One conjecture would be that smaller institutions do not have the facilities for (or feel the need to) engage in institutional study activities. Another would be that the Registrars (questionnaire respondents) are less well informed with regard to these activities in their institutions. Still another possibility is that the work load of the Registrar's office is such as to preclude efforts at study-making and questionnaire answering.

Further study of Table III reveals that of the twenty-three areas studied by the six woman's institutions reporting, one area has been studied by five institutions, another has been studied by four institutions, ten others have been studied by two institutions, and two others have been studied by one institution. Studies about Facilities and Faculty Characteristics lead the list as being most frequently studied by the woman's colleges. These areas are studied approximately with the same or greater frequency in virtually all of the institutions in the sample. Nothing in the data suggests that woman's colleges are, as a group, making any studies known to the Registrar which are unique or especially useful in promoting their causes, educational or otherwise.

There seem to be differences between the 33 southern and the 6 non-southern institutions in the amount of study-making which is undertaken. Examining Columns D and G in Table II for areas of study in which institutions in Column D report study 10% or more frequently than in Column G and vice versa, southern institutions enrolling 5,000 - 19,999 students (Column D) are favored in ten areas of study and non-southern of comparable size (Column G) in two. This is shown more clearly in Table IV. If differences in size and kind of sample are not operating to distort the information, southern institutions are investigating a wider variety of study areas than non-southern institutions of comparable size.

The question posed at the beginning was, do the responses of the Registrars indicate differences in number and kind of subjects researched due possibly to the size of the institution? Table II has revealed that:

1) Studies in each area were reported by 50% or more of the institutions enrolling 10,000 or more students (Column K).

TABLE IV.

AREAS OF STUDY IN WHICH DIFFERENCES IN PERCENTAGE BETWEEN SOUTHERN AND NON-SOUTHERN INSTITUTIONS REPORTING THE ACTIVITY EXCEED 10%

33 Southern Institutions enrolling 5,000 - 19,999	6 Non-Southern Institutions enrolling 5,000 - 19,999
Administration	* Graduation Requirements
Curriculum	Independent Study
Extension	
* Grading and Exams	
Institutional Purposes	
Professional and Technical Education	
Self-Studies	
Summer Sessions	
Teaching Methods	

* Differences of over 20% exist in these areas.

2) Studies in all but two areas were reported by 50% or more of the institutions enrolling 5,000 to 9,999 students (Column J).

3) Studies in less than half of the 23 areas were reported by 50% or more of the institutions (all woman's colleges) enrolling 1,250 to 2,500 students (Column I).

Therefore, assuming that the size and kind of sample is adequate and that the Registrar's responses are accurate, it seems that differences in the number and kinds of subjects researched are due, at least in part, to the size of institution. Furthermore, except for the 6 largest institutions, the larger the institution, the greater are the number of areas investigated. For them, it was seen that 80% of institutions enrolling 10,000 to 19,999 students had developed studies in a slightly larger number of areas than had 80% of the largest institutions. The woman's colleges (1,250 to 2,500) were conspicuously less active in all study areas except Facilities. Finally, it was noted that southern institutions are favored over non-southern ones by a difference of 10% or more in ten areas of study, and non-southern ones were favored by a difference of 10% or more in two such areas.

B.

> Using the research area subjects previously cited , do the responses of the Registrars indicate differences in the number and kinds of subjects researched due possibly to the type of financial support received by the institution, (i. e. state vs. non-state financed)?

Of the 51 institutions whose questionnaires are included in the study, 33, or 64.7%, are state supported institutions. It is conceivable that state boards of control and budget agencies might, through their normal activities, require routine studies to be made by institutions under their domain which are not normally required of institutions receiving their financial support in other quarters. The purpose of this portion of the inquiry, then, is to determine whether or not there are notable differences in the quantity of study-making or in areas of investigation which might be attributable to institutional source of support. For this purpose Table V has been devised.

The areas of study in rank order of frequency reported in which all of the state supported institutions are active include Admissions, Grading and Examinations, Institutional Purposes (Planning and Enrollment Forecasts), Facilities, Student Characteristics, Curriculum, and Finance. The non-state supported institutions report Admissions, Institutional Purposes (Planning and Enrollment Forecasts), Facilities,

TABLE V. SUBJECT AREAS IN WHICH INSTITUTIONAL STUDIES HAVE BEEN MADE BY SOURCE OF SUPPORT OF INSTITUTION

			State Supported Institutions					Non-state Supported Institutions				Total		Grand Total
Enrollment			1,250 to 2,500	5,000 to 9,999	10,000 to 19,999	Total	20,000 and over	1,250 to 2,500	5,000 to 9,999	10,000 to 19,999	Total	State	Non-State	
Category	Total	No.	1	18	8	26	6	5	11	2	13	33	18	51
Administration		No.	1	10	6	16	3	2	7	0	7	20	9	29
		%		55.5	75.0	61.5			63.6		73.8	60.6	50.0	56.8
Admissions		No.	1	17	8	25	6	2	11	2	13	32	15	47
		%		94.4	100.0	96.1			100.0	100.0	100.0	96.9	83.3	92.1
Alumni		No.	1	10	5	15	3	2	10	1	11	19	13	32
		%		55.5	62.5	57.6			90.0	50.0	84.6	57.6	72.2	62.7
Articulation		No.	1	10	5	15	5	2	7	0	7	21	9	30
		%		55.5	62.5	57.6			63.6	0.0	53.8	63.6	50.0	58.8
Curriculum		No.	1	12	8	20	6	2	8	1	9	27	11	38
		%		66.7	100.0	76.9			72.7	50.0	69.2	81.8	61.1	74.5
Extension & Adult Education		No.	0	11	8	19	3	1	4	2	6	22	7	29
		%		61.1	100.0	73.1			36.4	100.0	46.1	66.6	38.8	56.8
Extracurricular Activities		No.	0	12	6	18	4	1	8	1	9	22	10	32
		%		66.7	75.0	69.2			72.7	50.0	69.2	66.6	55.5	62.7
Facilities		No.	1	15	8	23	6	4	9	1	10	30	14	44
		%		83.3	100.0	88.5			81.8	50.0	76.9	90.9	77.8	86.2
Faculty		No.	1	12	8	20	5	3	8	1	9	26	12	38
		%		66.7	100.0	76.9			72.7	50.0	69.2	78.8	66.7	74.5

TABLE V. CONTINUED

		State Supported Institutions					Non-State Supported Institutions				Total		Grand Total
Enrollment		1,250 to 2,500	5,000 to 9,999	10,000 to 19,999	Total	20,000 and over	1,250 to 2,500	5,000 to 9,999	10,000 to 19,999	Total	State	Non-State	
Category	Total No.	1	18	8	26	6	5	11	2	13	33	18	51
Finance	No.	1	12	8	20	6	2	8	1	9	27	11	38
	%		66.7	100.0	76.9			72.7	50.0	69.2	81.8	61.1	74.5
Grading and Examinations	No.	1	17	7	24	6	2	10	1	11	31	13	44
	%		94.4	87.5	92.3			90.9	50.0	84.6	93.9	72.2	86.2
Graduate Education	No.	1	10	7	17	5	1	8	2	10	23	11	34
	%		55.5	87.5	65.4			72.7	100.0	76.9	69.7	61.1	66.7
Graduation Requirements	No.	1	13	8	21	4	2	9	2	11	26	13	39
	%		72.2	100.0	80.0			81.8	100.0	84.6	78.8	72.2	76.4
Independent Study	No.	1	9	8	17	5	1	10	1	11	23	12	35
	%		50.0	100.0	65.4			90.0	50.0	84.6	69.7	66.7	68.6
Institutional Purposes	No.	1	17	7	24	6	2	11	2	13	31	15	46
	%		94.4	87.5	92.3			100.0	100.0	100.0	93.9	83.3	90.1
Liberal-General Education	No.	0	7	6	13	4	2	6	1	7	17	9	26
	%		38.9	75.0	50.0			54.5	50.0	53.8	51.5	50.0	50.9
Library	No.	1	8	6	14	4	1	8	1	9	19	10	29
	%		44.4	75.0	53.8			72.7	50.0	69.2	57.6	55.5	56.8
Professional and Tech. Education	No.	1	12	6	18	4	1	9	1	10	19	11	30
	%		66.7	75.0	69.2			81.8	50.0	76.9	57.6	61.1	58.8

TABLE V. CONTINUED

		State Supported Institutions					Non-State Supported Institutions				Total		Grand Total
Enrollment		1,250 to 2,500	5,000 to 9,999	10,000 to 19,999	Total	20,000 and over	1,250 to 2,500	5,000 to 9,999	10,000 to 19,999	Total	State	Non-State	
Category	Total No.	1	18	8	26	6	5	11	2	13	33	18	51
Self-Studies	No.	1	12	7	19	4	1	10	1	11	24	12	36
	%		66.7	87.5	73.1			90.9	50.0	84.6	72.7	66.7	70.6
Student Characteristics	No.	1	14	7	21	6	1	10	2	12	28	13	41
	%		77.7	87.5	80.8			90.9	100.0	92.3	84.8	72.2	80.4
Summer Sessions	No.	1	13	6	19	5	1	9	2	11	25	12	37
	%		72.2	75.0	73.1			81.8	100.0	84.6	75.7	66.7	72.5
Teaching Methods	No.	1	9	6	15	4	1	7	1	8	20	9	29
	%		50.0	75.0	57.7			63.6	50.0	61.5	60.6	50.0	56.8
Work-Study Programs	No.	1	7	5	12	3	1	5	0	5	16	6	22
	%		38.9	62.5	46.1			54.5	0.0	38.4	48.5	33.3	43.1
Other Studies	No.	0	10	4	14	5	2	2	2	4	19	6	25
	%		55.5	50.0	53.8			18.2	100.0	30.7	57.6	33.3	49.0

Alumni, Grading and Examinations, Graduation Requirements, and Student Characteristics as most frequently studied. However, two things are notable from this listing. First, the number of state institutions reporting studies in the top seven areas ranges percentagewise from 96. 9% to 81. 8%; for the non-state it is from 83. 3% to 72. 2%. The suggestion here seems to be that this sample of state supported institutions generally is more active in study-making than is the sample of non-state supported institutions. Differences in size of samples could be partly responsible, as also could the concentration of state institutions in the southern region. Since southern schools appear to be more active in study-making than those in the non-south region, it must be remembered that 23 of the 33 (69. 7%) state supported institutions were southern; 10 of the 18 (55. 5%) non-state supported group were southern. Second, state institutions while reporting in the top seven areas in common with the non-state group included studies in Curriculum and in Finance; whereas the non-state ones included studies in Alumni and Graduation Requirements.

Looking now at the other end of the scale, one finds that state institutions are credited with the lowest percentage of studies in these areas: Work-Study Programs, Liberal-General Education, Alumni, Library, and Professional and Technical Education. Non-state supported institutions report least often studies in these areas: Work-Study Programs, Extension, Articulation, Administration, and Liberal-General Education. Worth noting perhaps is the fact that studies of Alumni are most frequently reported by non-state supported institutions, and are in the group least often reported by state supported ones.

There are 26 state-supported institutions enrolling from 5,000 to 19,999 students and 13 of similar size which are not state-supported. (See Table VI.) If institutions of comparable size are considered, the following pattern emerges: those areas of study reported by 80% or more of the state-supported institutions include in rank order Admissions, Professional and Technical Education, Grading and Examinations, Institutional Purposes (Planning and Enrollment Forecasts), Facilities, Graduation Requirements, and Student Characteristics. Those areas reported by 80% or more of the non-state supported institutions include: Admissions, Institutional Purposes (Planning and Enrollment Forecasts), Student Characteristics, Alumni, Grading and Examinations, Graduation Requirements, Independent Study, Self-Studies, and Summer Sessions. In these two groups of comparable size, non-state supported institutions reported with great frequency studies in a larger number of areas than the state-supported group. Although 80% or more of both groups report study in five common areas, the state group reports studies also in the

TABLE VI. NUMBER OF STUDIES REPORTED BY INSTITUTIONS ENROLLING 5,000 - 19,999 STUDENTS

Enrollment	5,000 - 9,999									10,000 - 19,999									Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T
No. of Institutions	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	23	10	33	3	3	6	26	13	39
Category																											
Administration	9	6	15	1	1	2	10	7	17	5	0	5	1	0	1	6	0	6	14	6	20	2	1	3	16	7	23
Admissions	16	9	25	1	2	3	17	11	28	6	1	7	2	1	3	8	2	10	22	10	32	3	3	6	25	13	38
Alumni	9	8	17	1	2	3	10	10	20	4	1	5	1	0	1	5	1	6	13	9	22	2	2	4	15	11	26
Articulation	10	5	15	0	2	2	10	7	17	4	0	4	1	0	1	5	0	5	14	5	19	1	2	3	15	7	22
Curriculum	12	6	18	0	2	2	12	8	20	6	1	7	2	0	2	8	1	9	18	7	25	2	2	4	20	9	29
Extension	11	4	15				11	4	15	6	1	7	2	1	3	8	2	10	17	5	22	2	1	3	19	6	25
Extracurricular	10	6	16	1	2	3	11	8	19	5	1	6	1	0	1	6	1	7	15	7	22	2	2	4	17	9	26
Facilities	13	7	20	1	2	3	14	9	23	6	1	7	2	0	2	8	1	9	19	8	27	3	2	5	22	10	32
Faculty	12	6	18	0	2	2	12	8	20	6	1	7	2	0	2	8	1	9	18	7	25	2	2	4	20	9	29
Finance	12	6	18	0	2	2	12	8	20	6	1	7	2	0	2	8	1	9	18	7	25	2	2	4	20	9	29
Grading & Exams	16	8	24	1	2	3	17	10	27	6	1	7	1	0	1	7	1	8	22	9	31	2	2	4	24	11	35
Graduate Education	10	6	16	0	2	2	10	8	18	6	1	7	1	1	2	7	2	9	16	7	23	1	3	4	17	10	27
Grad. Requirements	12	7	19	1	2	3	13	9	22	6	1	7	2	1	3	8	2	10	18	8	26	3	3	6	21	11	32
Independent Study	8	8	16	1	2	3	9	10	19	6	1	7	2	0	2	8	1	9	14	9	23	3	2	5	17	11	28
Institu. Purposes	16	9	25	1	2	3	17	11	28	6	1	7	1	1	2	7	2	9	22	10	32	2	3	5	24	13	37
Liberal-General Ed.	7	4	11	0	2	2	7	6	13	5	1	6	1	0	1	6	1	7	12	5	17	1	2	3	13	7	20
Library	8	6	14	0	2	2	8	8	16	5	1	6	1	0	1	6	1	7	13	7	20	1	2	3	14	9	23
Prof. & Tech. Ed.	8	7	15	0	2	2	8	9	17	5	1	6	1	0	1	6	1	7	13	8	21	1	2	3	14	10	24
Self-Studies	12	8	20	0	2	2	12	10	22	5	1	6	2	0	2	7	1	8	17	9	26	2	2	4	19	11	30
Stdt.Charactrstics.	13	8	21	1	2	3	14	10	24	6	1	7	1	1	2	7	2	9	19	9	28	2	3	5	21	12	33
Summer Sessions	12	8	20	1	1	2	13	9	22	5	1	6	1	1	2	6	2	8	17	9	26	2	2	4	19	11	30
Teaching Methods	9	5	14	0	2	2	9	7	16	5	1	6	1	0	1	6	1	7	14	6	20	1	2	3	15	8	23
Work-Study	7	3	10	0	2	2	7	5	12	4	0	4	1	0	1	5	0	5	11	3	14	1	2	3	12	5	17
Other Studies	10	2	12				10	2	12	3	1	4	1	1	2	4	2	6	13	3	16	1	1	2	14	4	18

* S - state
N - non-state

areas of Professional and Technical Education, and in Facilities: the non-state group includes studies about Alumni, Independent Study, Self-Studies, and Summer Sessions.

At the other end of the scale less than 60% of the two groups reported studies in these areas (from lowest to highest percent): for the state-supported group, Work-Study, Liberal-General Education, Library, Alumni, Articulation, and Teaching Methods. Studies reported by less than 60% of the non-state group included: Work-Study, Extension, Administration, Articulation, and Liberal-General Education. While the two groups reported three common areas, the state institutions reported less frequently studies of Alumni, Library, and Teaching Methods: the non-state group report less frequently studies in Administration and Extension.

Differences of 10% or more between the two groups in terms of areas studied were recorded for these areas: Extension, Facilities, and Professional and Technical Education recorded more frequently for the state-supported group; Alumni, Graduate Education, Independent Study, Library, Self-Studies, Student Characteristics, and Summer Sessions recorded more often for the non-state group.

The answer to the question posed at the outset of this discussion seems to have two parts. First, when comparing the study activities of the 51 institutions whose questionnaire responses were included, one finds that 33 state-supported institutions appear to be more active in study-making than the 18 non-state supported institutions. Second, when the sample is reduced in size to include only those institutions of comparable enrollment (no non-state institution in this study enrolls as many as 20,000 students and only one state-supported institution enrolled less than 5,000) the 13 non-state supported institutions appear to be more active in study-making than do the group of 26 state institutions. In other words, the impression of greater study-making activity on the part of state institutions is probably enhanced by the presence of the 6 state institutions enrolling 20,000 or more students.

C.

> Is the role of the Registrar in conducting institutional research influenced by the size of the institution he serves, by its type of support, or by its geographical location?

The role of the Registrar in any institutional activity or study may be analyzed in terms of what he does in relation to the activity.

a. Did he request the activity or study to be undertaken?

b. Did he assist in planning or conducting?

c. Did he perform the actions necessary?

d. Were his records used?

e. Was his equipment used?

f. Did he make use of the results of the activity or study?

These six questions were answered in the reports of the 51 institutions in terms of each of the areas of study. It is the purpose of this discussion to present an analysis of the responses received in terms of size of institution, source of institutional support, and geographical location of the institution.

It should be recognized that the relationship of the Registrar to an institution's general administration varies greatly from one university to another. His role as an initiator of study activity might well be expected also to vary. The fact that it does vary is suggested by an analysis of the responses to the questionnaire. (See Table VII.) A small number of Registrars claimed responsibility for having requested studies in 11 of the 24 areas. Most frequently named were the areas of Admissions and Grading and Examinations with 3 institutions represented in each; next came Facilities, Graduation Requirements, and Self-Studies, with 2 institutions represented in each. The remaining areas were Articulation, Extension, Extracurricular Activities, Institutional

TABLE VII. NUMBER OF STUDIES REQUESTED BY THE REGISTRAR

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration																																					
Admissions										1	0	1				1	0	1	1	0	1				1	0	1	1	2	0	2	1	0	1	3	0	3
Alumni																																					
Articulation																												1				1	0	1	1	0	1
Curriculum																																					
Extension																			0	1	1				0	1	1		0	1	1				0	1	1
Extracurricular																			1	0	1				1	0	1		1	0	1				1	0	1
Facilities										1	0	1				1	0	1	0	1	1				0	1	1		1	1	2				1	1	2
Faculty																																					
Finance																																					
Grading & Exams										1	0	1				1	0	1	1	1	2				1	1	2		2	1	3				2	1	3
Graduate Education																																					
Grad.Requirements										0	1	1				0	1	1	1	0	1				1	0	1		1	1	2				1	1	2
Independent Study																																					
Instit.Purposes																			0	1	1				0	1	1		0	1	1				0	1	1
Liberal-General Ed.																																					
Library																																					
Prof.& Tech. Ed.																																					
Self-Studies										1	0	1	0	1	1	1	1	2											1	0	1	0	1	1	1	1	2
Stdt.Charactrstics.																			1	0	1				1	0	1		1	0	1				1	0	1
Summer Sessions																			0	1	1				0	1	1		0	1	1				0	1	1
Teaching Methods																																					
Work-Study																																					
Other St udies																																					

* S - state
N - non-state

Purposes (Planning and Enrollment Forecasts), Student Characteristics, and Summer Sessions. The southern Registrars appeared to be about twice as active in "requesting" studies as did the non-southern group, with the non-state supported southern group slightly more active than the state group. No Registrar from the woman's college group reported requesting any studies, and only 3 studies had been requested by the non-southern group.

On the question, did the Registrar assist in planning or conducting institutional research, the questionnaire responses yielded information in somewhat greater quantity. One or more studies were reported for each of the 24 areas; however, the range in frequency of mention is from 1 to 17. Including reports from all 51 institutions, the area most frequently mentioned in which studies were planned and/or conducted by the Registrar is that of the Summer Sessions. (See Table VIII.) Next in frequency were studies in Admissions and Facilities reported 16 times, followed by studies of Institutional Purposes (Planning and Enrollment Forecasts), and Student Characteristics, reported in 15 instances.

Of the 17 Summer Sessions studies, 14 were completed in institutions belonging to the group of 29 enrolling 5,000 - 9,999 students;

TABLE VIII. NUMBER OF STUDIES WHICH WERE PLANNED OR CONDUCTED WITH ASSISTANCE OF THE REGISTRAR

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No. of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration	1	0	1	0	1	1	1	1	2	3	2	5	1	0	1	4	2	6				1	0	1	1	0	1		3	2	5	2	0	2	5	2	7
Admissions										5	6	11				5	6	11	1	0	1	1	0	1	2	0	2	3	6	6	12	4	0	4	10	6	16
Alumni										1	1	2				1	1	2											1	1	2				1	1	2
Articulation										2	3	5				2	3	5										3	2	3	5	3	0	3	5	3	8
Curriculum				0	1	1	0	1	1	5	1	6	0	1	1	5	2	7	1	0	1	1	0	1	2	0	2	5	6	1	7	6	1	7	12	2	14
Extension										1	1	2				1	1	2	1	0	1				1	0	1	1	2	1	3	1	0	1	3	1	4
Extracurricular																												2				2	0	2	2	0	2
Facilities										3	4	7	0	1	1	3	5	8	1	0	1	1	0	1	2	0	2	6	4	4	8	7	1	8	11	5	16
Faculty										0	2	2				0	2	2				1	0	1	1	0	1	2	0	2	2	2	0	2	2	2	4
Finance										2	0	2				2	0	2	1	0	1	1	0	1	2	0	2	1	3	0	3	2	0	2	5	0	5
Grading & Exams										2	2	4	1	1	2	3	3	6				1	0	1	1	0	1	1	2	2	4	3	1	4	5	3	8
Graduate Education										1	2	3				1	2	3										2	1	2	3	2	0	2	3	2	5
Grad. Requirements										2	1	3	0	1	1	2	2	4	1	0	1				1	0	1	2	3	1	4	2	1	3	5	2	7
Independent Study										0	2	2				0	2	2	3	0	3	1	0	1	4	0	4	2	3	2	5	3	0	3	6	2	8
Institu. Purposes										4	4	8	1	0	1	5	4	9	2	0	2				2	0	2	4	6	4	10	5	0	5	11	4	15
Liberal-Genderal Ed.				0	1	1	0	1	1	0	1	1				0	1	1	2	0	2				2	0	2	1	2	1	3	1	0	1	3	1	4
Library																												1				1	0	1	1	0	1
Prof. & Tech. Ed.										0	1	1	0	1	1	0	2	2	1	0	1	2	0	2	3	0	3	1	1	1	2	3	1	4	4	2	6
Self-Studies										3	3	6				3	3	6	2	1	3	2	0	2	4	1	5	1	5	4	9	3	0	3	8	4	12
Stdt. Charactrstics.										4	5	9	0	1	1	4	6	10										5	4	5	9	5	1	6	9	6	15
Summer Sessions	1	0	1				1	0	1	3	9	12	1	1	2	4	10	14	1	0	1				1	0	1	2	4	9	13	3	1	4	7	10	17
Teaching Methods																												1				1	0	1	1	0	1
Work-Study																																					
Other Studies																																					

* S - state
N - non-state

9 of the 14 were by southern, non-state supported institutions. Only 1 out of 10 institutions in the 10,000 - 19,999 group reported such a study, it being a southern state-supported school. Two of the 6 non-south state-supported institutions enrolling 20,000 or more students reported such studies of the Summer Sessions, as did 1 southern state-supported woman's college.

Next frequently reported as being planned or conducted with the assistance of the Registrar were the studies of Admissions, and of Facilities. Of the 16 Admissions studies, 11 were reported by the 29 institutions enrolling 5,000 - 9,999 students. Five of the 11 were reported by state-supported institutions. Percentagewise, however, the 20,000 and over state-supported institutions are represented with greater frequency (3 out of 6, or 50%), the 10,000 - 19,999 are represented with 2 out of 10 studies, and the woman's colleges report no studies in this area. Of the 16 studies of Facilities, some differences in the distribution are notable. First, all 6 of the 20,000 and over institutions' Registrars reported planning and conducting such studies. Next in frequency came the group of institutions enrolling 5,000 - 9,999, with southern institutions reporting 7 out of the 8 studies for that group. Woman's colleges were not represented in this category, and the 10,000 - 19,999 sized institutions were represented by only 2 out of the 10 in the group.

Institutional Purposes (Planning and Enrollment Forecasts) was recorded as an area of study planned or conducted with the assistance of the Registrar by 15 institutions. This total included 11 state-supported and 4 non-state supported schools. Four out of the 6 largest institutions are included in the 11 as are 5 of the 18 state-supported schools enrolling 5,000 - 9,999 students. Registrars in woman's colleges again failed to be registered in this group, and again only 2 out of 10 institutions enrolling 10,000 - 19,999 students were able to be included.

Studies of Student Characteristics, also reported by 15 institutions, was an area of study in which Registrars in neither woman's colleges nor the 10,000 plus institutions assisted in planning or conducting. Five of 6 Registrars in the 20,000 and over group, however, and 10 out of 29 Registrars in the 5,000 - 9,999 institutions reported this type of activity. Nine of the 10 in the latter group are in southern institutions, with the non-state supported schools being slightly in the majority.

Woman's college Registrars, although not recorded as active in planning or conducting studies in 4 of the 5 areas mentioned above, are not without some activity along this line. Two of them reported studies in Administration, and one study was reported in each of the following areas: Curriculum, Liberal-General Education, and Summer Sessions.

Summarizing what has been presented concerning the role of the Registrar in planning or conducting institutional studies the data show that the largest institutions appeared to have more studies planned or conducted with the assistance of the Registrar. Next are the institutions enrolling 5,000 - 9,999 students. Woman's colleges and non-state supported institutions enrolling over 10,000 students appear to have the fewest. State-supported institutions most frequently had the Registrar planning and conducting studies in the areas of Curriculum, Facilities, Institutional Purposes (Planning and Enrollment Forecasts), Admissions, and Student Characteristics. Non-state supported institutions had him planning and conducting studies in the areas of Summer Sessions, Admissions, Student Characteristics, Facilities, Institutional Purposes (Planning and Enrollment Forecasts), and Self-Studies. It must be borne in mind, though, that the number of Registrars reporting themselves as planning or conducting such studies is so small in comparison to the size of the total group in the study, there need be no concern that these officers as a group are neglecting their records-keeping in order to devote time to planning and conducting institutional research.

Does the Registrar prepare reports or studies in any of the areas?

Table IX presents an analysis of the 51 institutional responses to this question. The most frequently mentioned area in which the Registrars state they have made reports is that of Institutional Purposes (Planning and Enrollment Forecasts), with 27 institutions so indicating. Next in frequency were Admissions with 26, Grading and Examinations with 21, Student Characteristics 18, Graduation Requirements 16, Facilities 15, and Articulation 12.

As might be expected, the Registrar prepared reports in these areas more frequently than he assisted in planning or conducting the study. This is suggested by the highest frequency (27) in which reports concerning Institutional Purposes (Planning and Enrollment Forecasts) were prepared as contrasted with the highest frequency (17) reported in the planning-conducting phase of his work discussed previously. A check of the questionnaire responses was made to determine the extent to which both types of activity were indicated by any one institution for a given area of study. Seven institutions (3 in the 20,000 and over group plus 4 in the 5,000 - 9,999 group) made such notations, and it is felt that this number is not of sufficient size to disturb the validity of the observations which might be made regarding this section of the report.

Some differences were shown when an analysis of the responses

TABLE IX. NUMBER OF STUDIES PREPARED BY THE REGISTRAR

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration										1	0	1				1	0	1										1	1	0	1	1	0	1	2	0	2
Admissions	1	0	1				1	0	1	11	4	15				11	4	15	4	0	4	1	1	2	5	1	6	4	16	4	20	5	1	6	21	5	26
Alumni										1	1	2				1	1	2											1	1	2				1	1	2
Articulation	1	0	1				1	0	1	5	0	5				5	0	5	2	0	2	1	0	1	3	0	3	3	8	0	8	4	0	4	12	0	12
Curriculum										1	0	1				1	0	1	1	0	1				1	0	1		2	0	2				2	0	2
Extension										3	1	4				3	1	4	1	1	2	0	1	1	1	2	3		4	2	6	0	1	1	4	3	7
Extracurricular										3	0	3				3	0	3											3	0	3				3	0	3
Facilities				0	1	1	0	1	1	7	1	8				7	1	8	3	1	4	1	0	1	4	1	5	1	10	2	12	2	1	3	12	3	15
Faculty										1	1	2				1	1	2	2	0	2				2	0	2		3	1	4				3	1	4
Finance										0	1	1				0	1	1											0	1	1				0	1	1
Grading & Exams										9	4	13				9	4	13	4	1	5				4	1	5	3	13	5	18	3	0	3	16	5	21
Graduate Education										1	1	2				1	1	2	2	0	2	1	1	2	3	1	4		3	1	4	1	1	2	4	2	6
Grad.Requirements										7	3	10				7	3	10	3	1	4	1	1	2	4	2	6		10	4	14	1	1	2	11	5	16
Independent Study										0	1	1				0	1	1											0	1	1				0	1	1
Institu.Purposes	1	0	1	0	1	1	1	1	2	12	4	16				12	4	16	3	1	4	1	1	2	4	2	6	3	16	5	21	4	2	6	20	7	27
Liberal-General Ed																																					
Library																																					
Prof.& Tech. Ed.																																					
Self-Studies										5	1	6				5	1	6	1	0	1				1	0	1	2	6	1	7	2	0	2	8	1	9
Stdt.Charactrstics	1	0	1				1	0	1	8	1	9				8	1	9	2	1	3	1	1	2	3	2	5	3	11	2	13	4	1	5	15	3	18
Summer Sessions				0	1	1	0	1	1	5	1	6				5	1	6	2	0	2	1	1	2	3	1	4		7	1	8	1	2	3	8	3	11
Teaching Methods																																					
Work-Study																												2				2	0	2	2	0	2
Other Studies																																					

* S - state
N - non-state

were made by size of institution. Areas reported by 50% or more of the 6 largest institutions include: Admissions 4, Articulation, Grading and Examinations, Institutional Purposes (Planning and Enrollment Forecasts) and Student Characteristics 3 each. For the 10 institutions enrolling 10,000 to 19,999 students the areas include Admissions, Graduation Requirements, Institutional Purposes (Planning and Enrollment Forecasts), 6 each, Facilities, Grading and Examinations, and Student Characteristics 5 each. Those 29 institutions enrolling 5,000 - 9,999 students reported with 50% frequency or better studies in Institutional Purposes (Planning and Enrollment Forecasts) 16, and Admissions 15. The 6 woman's colleges had no area in which the Registrars in as many as 50% of the institutions in the study were preparing reports.

Further examination of Table IX reveals that Registrars in the 34 southern institutions are making slightly more reports than others. Those areas in which 50% or more of the Registrars indicated making reports include Institutional Purposes (Planning and Enrollment Forecasts) 21, Admissions 20, and Grading and Examinations 18. For the 17 non-southern institutions no areas are included.

The 33 state-supported institutions also appear to have their Registrars making reports to a greater extent than the 18 others. Those areas in which 50% or more of these Registrars indicated making reports include: Admissions 21, and Institutional Purposes (Planning and Enrollment Forecasts) 20. There were no areas listed by 50% or more of the non-state supported institutions.

In summary, it appears that while each area of study called for a report by at least 1 of the 51 institutions, there were relatively few reports being made by 50% or more of them. For the total group only the areas of Institutional Purposes (Planning and Enrollment Forecasts) and Admissions were reported. These 2 areas were reported at 50% or greater frequency by all southern institutions, all state-supported institutions, and all institutions enrolling 5,000 - 9,999 students. The larger institutions, however, included a greater number of areas at 50% or greater frequency. The additional areas included Graduation Requirements, Facilities, Grading and Examinations, and Student Characteristics for the 10,000 - 19,999 enrollment; Articulation, Grading and Examinations, and Student Characteristics for the 20,000 and over enrollment group. The 6 woman's colleges as a group failed to offer any study prepared by as many as 50% of their number. From the above statements one is led to conclude that preparation of reports in these various study areas by the Registrar is frequently done but not universally. These reports come from a greater number of the largest institutions, the southern institutions, and the state-supported institutions. The woman's college Registrars report doing less than the others of this kind of work.

For the purpose of describing the total effort of the Registrar in planning, conducting, and preparing institutional studies the information contained in the questionnaires and Tables VIII and IX which revealed his role in these activities was combined. The results are reported in Table IX-A. Thirty-eight of the 51 Registrars were active in producing studies in the area of Institutional Purposes (Planning and Enrollment Forecasts); 37 produced studies in Admissions, 29, in Student Characteristics, 28 in Facilities and in Grading and Examinations, 26 produced studies of Summer Sessions.

All of the Registrars in the largest institutions reported studies in Admissions, Facilities, Institutional Purposes (Planning and Enrollment Forecasts), and Student Characteristics. The Registrars of no other institutions grouped according to size produced studies with 100% frequency. This group also included studies in Articulation and Curriculum in five out of six (83%) of the institutions.

An analysis of studies done in eighty percent or more of the fifty-one institutions in this study tends to support the previous

TABLE IX-A. NUMBER OF STUDIES WHICH WERE PREPARED, PLANNED, OR CONDUCTED BY THE REGISTRAR

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No. of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration	1	0	1	0	1	1	1	1	2	4	2	6				4	2	6										1	5	2	7	1	1	2	6	3	9
Admissions	1	0	1				1	0	1	15	7	22	1	0	1	16	7	23	5	0	5	1	1	2	6	1	7	6	21	7	28	8	1	9	29	8	37
Alumni										1	2	3				1	2	3				2	0	2	2	0	2		1	2	3	2	0	2	3	2	5
Articulation	1	0	1				1	0	1	7	3	10				7	3	10	2	0	2				2	0	2	5	10	3	13	5	0	5	15	3	18
Curriculum				0	1	1	0	1	1	5	1	6	0	1	1	5	2	7	2	0	2	1	0	1	3	0	3	5	7	1	8	6	2	8	13	3	16
Extension										4	1	5				4	1	5	2	1	3	1	1	2	3	2	5	1	6	2	8	2	1	3	8	3	11
Extracurricular										3	0	3				3	0	3										2	3	0	3	2	0	2	5	0	5
Facilities				0	1	1	0	1	1	9	4	13	0	1	1	9	5	14	4	1	5	2	0	2	6	1	7	6	13	5	18	8	2	10	21	7	28
Faculty										1	2	3				1	2	3	2	0	2	1	0	1	3	0	3	2	3	2	5	3	0	3	6	2	8
Finance										2	1	3				2	1	3	1	0	1	1	0	1	2	0	2	1	3	1	4	2	0	2	5	1	6
Grading & Exams										11	5	16	1	1	2	12	6	18	4	1	5	1	0	1	5	1	6	4	15	6	21	6	1	7	21	7	28
Graduate Education										2	2	4				2	2	4	2	0	2	1	1	2	3	1	4	2	4	2	6	3	1	4	7	3	10
Grad.Requirements										9	3	12	0	1	1	9	4	13	4	1	5	1	1	2	5	2	7	2	13	4	17	3	2	5	16	6	22
Independent Study										0	3	3				0	3	3	3	0	3	1	0	1	4	0	4	2	3	3	6	3	0	3	6	3	9
Institu.Purposes	1	0	1	0	1	1	1	1	2	14	7	21	1	0	1	15	7	22	5	1	6	1	1	2	6	2	8	6	20	8	28	8	2	10	28	10	38
Liberal-General Ed				0	1	1	0	1	1	0	1	1				0	1	1	2	0	2				2	0	2	1	2	1	3	1	1	2	3	2	5
Library																												1				1	0	1	1	0	1
Prof.& Tech.Ed.										0	1	1	0	1	1	0	2	2	1	0	1	1	0	1	2	0	2	1	1	1	2	2	1	3	3	2	5
Self-Studies										7	4	11				7	4	11	2	1	3	2	0	2	4	1	5	3	9	5	14	5	0	5	14	5	19
Stdt.Charactrstics	1	0	1				1	0	1	11	5	16	0	1	1	11	6	17	2	1	3	1	1	2	3	2	5	6	14	6	20	7	2	9	21	8	29
Summer Sessions	1	0	1	0	1	1	1	1	2	8	6	14	1	1	2	9	7	16	2	1	3	1	1	2	3	2	5	3	11	7	18	5	3	8	16	10	26
Teaching Methods																												1				1	0	1	1	0	1
Work-Study										2	0	2				2	0	2										2	2	0	2	2	0	2	4	0	4
Other Studies										1	0	1				1	0	1											1	0	1				1	0	1

* S - state
N - non-state

statements that more southern Registrars and more of those in state-supported institutions prepared, planned, or conducted studies than those in other groups. Likewise, according to this sample of institutions Registrars in the largest institutions were the ones who made the most studies.

A further kind of involvement in study-making for the Registrar is that of using the records collected by his office. Nineteen of the 51 institutions reported using his records in developing studies of Student Characteristics (see Table X.). Studies in Admissions necessitated the use of the Registrar's records in 15 institutions; Facilities, Graduation Requirements, and Self-Studies were next in frequency with 14 institutions. It will be noted, however, that these figures represent less than half of the institutions in the study.

Fifty percent or more of the 6 largest institutions report the Registrar's records as being used in studies of Facilities (4), Curriculum, Extracurricular Activities, and Grading and Examinations (3 each). Fifty percent or more of the 10 institutions enrolling 10,000 - 19,999 reported use of Registrar's records in studies of Curriculum and Student Characteristics (5),(Extension, Institutional Purposes (Planning and Enrollment Forecasts), and Self-Studies with 4 each).

TABLE X. NUMBER OF STUDIES REPORTED IN WHICH THE REGISTRAR'S RECORDS WERE USED

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration										3	2	5				3	2	5	1	0	1				1	0	1	1	4	2	6	1	0	1	5	2	7
Admissions										5	4	9				5	4	9	3	1	4				3	1	4	2	8	5	13	2	0	2	10	5	15
Alumni	1	0	1				1	0	1	4	3	7				4	3	7	2	1	3	1	0	1	3	1	4		7	4	11	1	0	1	8	4	12
Articulation				0	1	1	0	1	1	3	2	5				3	2	5	2	0	2				2	0	2	2	5	2	7	2	1	3	7	3	10
Curriculum										0	1	1				0	1	1	4	1	5				4	1	5	3	4	2	6	3	0	3	7	2	9
Extension										3	4	7				3	4	7	3	0	3	1	0	1	4	0	4		6	4	10	1	0	1	7	4	10
Extracurricular										2	2	4	1	0	1	3	2	5	1	1	2				1	1	2	3	3	3	6	4	0	4	7	3	10
Facilities				0	1	1	0	1	1	2	3	5	1	0	1	3	3	6	3	0	3				3	0	3	4	5	3	8	5	1	6	10	4	14
Faculty										2	1	3				2	1	3	1	1	2				1	1	2	1	3	2	5	1	0	1	4	2	6
Finance										3	0	3				3	0	3	2	1	3				2	1	3		5	1	6				5	1	6
Grading & Exams										3	2	5				3	2	5	2	0	2				2	0	2	3	5	2	7	3	0	3	8	2	10
Graduate Education										3	3	6				3	3	6	1	1	2				1	1	2		4	4	8				4	4	8
Grad.Requirements	1	0	1				1	0	1	3	4	7	1	0	1	4	4	8	3	0	3				3	0	3	2	7	4	11	3	0	3	10	4	14
Independent Study	1	0	1				1	0	1	2	2	4	1	0	1	3	2	5	2	1	3				2	1	3	1	5	3	8	2	0	2	7	3	10
Institu.Purposes										6	4	10	1	0	1	7	4	11	4	0	4				4	0	4	2	10	4	14	3	0	3	13	4	17
Liberal-General Ed										0	2	2				0	2	2	1	1	2	1	0	1	2	1	3		1	3	4	1	0	1	2	3	5
Library																																					
Prof.& Tech.Ed.										2	2	4				2	2	4	2	1	3				2	1	3	1	4	3	7	1	0	1	5	3	8
Self-Studies	1	0	1				1	0	1	3	5	8				3	5	8	3	1	4				3	1	4	1	7	6	13	1	0	1	8	6	14
Stdt.Charactrstics										6	5	11	1	0	1	7	5	12	4	1	5				4	1	5	2	10	6	16	3	0	3	13	6	19
Summer Sessions				0	1	1	0	1	1	3	3	6	1	0	1	4	3	7	2	0	2				2	0	2	2	5	3	8	3	1	4	8	4	12
Teaching Methods										0	1	1				0	1	1	0	1	1				0	1	1		0	2	2				0	2	2
Work-Study										1	1	2				1	1	2	1	0	1				1	0	1		2	1	3				2	1	3
Other Studies																																					

* S - state
N - non-state

In the South, 50% or more of the 10 non-state supported institutions reported use of the Registrar's records in these areas: Self-Studies, Student Characteristics (6 institutions), and Admissions (5 institutions). In none of the smaller sized institutions were the Registrar's records reported as being used to that extent. The same is true of the total groups of state-supported and non-state supported institutions. One of 6 woman's colleges, however, was reported as using the Registrar's records for studies of Alumni, Articulation, Facilities, Graduation Requirements, Independent Study, Self-Studies, and Summer Sessions. Actually, however, two woman's institutions were involved in this count, one of which was the southern state-supported institution reporting studies in Alumni, Graduation Requirements, Independent Study, and Self-Studies.

Eliminating those responses which reported the records as being used in addition to the Registrar's planning or conducting the study reveals most frequent records use by others in somewhat different areas. (See Table X-A.) Heading the list are studies of Alumni in 11 institutions, followed by studies of Extension, Independent Study, and Student Characteristics in 8 institutions each. Notably absent from this analysis are responses from the 6 largest institutions. While it has been shown that they are among the most active in study-making, there seems to be

TABLE X-A. NUMBER OF STUDIES IN WHICH THE REGISTRAR'S RECORDS WERE REPORTED USED BY OTHERS

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration										1	2	3				1	2	3										1	1	2	3	1	0	1	2	2	4
Admissions										0	2	2				0	2	2	0	1	1				0	1	1		0	3	3				0	3	3
Alumni										4	2	6				4	2	6	3	1	4	1	0	1	4	1	5		7	3	10	1	0	1	8	3	11
Articulation				0	1	1	0	1	1	2	2	4				2	2	4	1	0	1				1	0	1		3	2	5	0	1	1	3	3	6
Curriculum										0	1	1				0	1	1	2	1	3				2	1	3		2	2	4				2	2	4
Extension										2	3	5				2	3	5	2	0	2	1	0	1	3	0	3		4	3	7	1	0	1	5	3	8
Extracurricular										2	2	4	1	0	1	3	2	5	0	1	1				0	1	1	1	2	3	5	2	0	2	4	3	7
Facilities				0	1	1	0	1	1	0	2	2				0	2	2	1	0	1				1	0	1		1	2	3	0	1	1	1	3	4
Faculty																			1	1	2				1	1	2		1	1	2				1	1	2
Finance										2	0	2				2	0	2	1	1	2				1	1	2		3	1	4				3	1	4
Grading & Exams										0	1	1				0	1	1											0	1	1				0	1	1
Graduate Education										2	2	4				2	2	4	1	1	2				1	1	2		3	3	6				3	3	6
Grad.Requirements	1	0	1				1	0	1	1	2	3	1	0	1	2	2	4	1	0	1				1	0	1	1	3	2	5	2	0	2	5	2	7
Independent Study	1	0	1				1	0	1	2	2	4	1	0	1	3	2	5	1	1	2				1	1	2		4	3	7	1	0	1	5	3	8
Institu.Purposes										2	2	4				2	2	4	1	0	1				1	0	1		3	2	5				3	2	5
Liberal-General Ed										0	2	2				0	2	2	1	1	2	1	0	1	2	1	3		1	3	4	1	0	1	2	3	5
Library																																					
Prof.& Tech.Ed.										2	2	4				2	2	4	1	1	2				1	1	2		3	3	6				3	3	6
Self-Studies	1	0	1				1	0	1	0	3	3				0	3	3	2	0	2				2	0	2	1	3	3	6	1	0	1	4	3	7
Stdt.Charactrstics										2	3	5	1	0	1	3	3	6	2	0	2				2	0	2		4	3	7	1	0	1	5	3	8
Summer Sessions										1	2	3				1	2	3	2	0	2				2	0	2	1	3	2	5	1	0	1	4	2	6
Teaching Methods										0	1	1				0	1	1	0	1	1				0	1	1		0	2	2				0	2	2
Work-Study										0	1	1				0	1	1	1	0	1				1	0	1		1	1	2				1	1	2
Other Studies																																					

* S - state
N - non-state

indications that generally their records are not used by other offices in this activity. Only one out of 6 of these institutions reported their records as used by others in studies of Administration, Extracurricular Activities, Graduation Requirements, Self-Studies, and Summer Sessions. The table was examined for other differences which might be noteworthy, but while there were differences, they did not appear to be of significance to the overall problem.

It is somewhat more diffucult to obtain meaning from an inquiry into the question, "In the development of studies, on what subjects was the Registrar's equipment used?" The first difficulty lies in assessing what equipment is meant. Equipment could include Adding Machines and Desk Calculators, Correspondence, Duplicating, Identification Card, Microfilm, Photocopying, and Punched Card equipment in addition to office furnishings. Generally, however, adding machines and desk calculators plus punched card equipment constitute the basic items the use of which another office would seek to obtain from the Registrar. A second difficulty arises from the realization that while large-scale study-making is almost totally dependent upon the availability of punched card equipment, such equipment, while available for use by the Registrar, is not always under his jurisdiction with regard to the allocation of projects to be undertaken. It may be located in a central bureau and used by other administrative units of the institution. The results reported in Table XI suggest that such is true in many institutions by the fact that at the most only 5 out of 51 institutions reported that the Registrar's equipment was used. This was in the study of Facilities. In 4 institutions such equipment was used for studies of Admissions, Grading and Examinations, Institutional Purposes (Planning and Enrollment Forecasts), and Student Characteristics. An examination of the reports from the 6 institutions enrolling 20,000 or more students reveals that they account for 50% or more of the totals just reported. In that these institutions are more likely to have their own I. B. M. equipment (in addition to one or more complete installations elsewhere on the campus) there is support to the notion that responses to this question were lacking in part because the equipment used by others in smaller institutions is not exclusively the Registrar's. Also to be considered is the fact that Registrars are the study-makers in many areas as has been shown in previous tables, and it therefore can be assumed that their equipment was used in this activity but not reported as used in answer to this question.

In what areas were the studies which were made of use to the Registrar? This question was asked, and the answers seem to follow the now well established pattern in terms of number of institutions

TABLE XI. NUMBER OF STUDIES MADE USING THE REGISTRAR'S EQUIPMENT

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administ ation										2	0	2				2	0	2											2	0	2				2	0	2
Admissions										0	1	1				0	1	1	1	0	1				1	0	1	2	1	1	2	2	0	2	3	1	4
Alumni	1	0	1				1	0	1	0	1	1				0	1	1											1	1	2				1	1	2
Articulation																												2				2	0	2	2	0	2
Curriculum																												1				1	0	1	1	0	1
Extension										0	1	1				0	1	1	1	0	1				1	0	1		1	1	2				1	1	2
Extracurricular																			1	0	1				1	0	1		1	0	1				1	0	1
Facilities										0	1	1	1	0	1	1	1	2										3	0	1	1	4	0	4	4	1	5
Faculty										0	1	1				0	1	1											0	1	1				0	1	1
Finance																																					
Grading & Exams										0	1	1				0	1	1										3	0	1	1	3	0	3	3	1	4
Graduate Education										0	1	1				0	1	1											0	1	1				0	1	1
Grad.Requirements										0	1	1				0	1	1	1	0	1				1	0	1	1	1	1	2	1	0	1	2	1	3
Independent Study																																					
Institu.Purposes										0	1	1	1	0	1	1	1	2										2	0	1	1	3	0	3	3	1	4
Liberal-General Ed																																					
Library																																					
Prof.& Tech. Ed.																																					
Self-Studies										0	1	1				0	1	1											0	1	1				0	1	1
Stdt.Charactrstics										1	1	2				1	1	2										2	1	1	2	2	0	2	3	1	4
Summer Sessions										0	1	1	1	0	1	1	1	2										1	0	1	1	2	0	2	2	1	3
Teaching Methods																																					
Work-Study																												1				1	0	1	1	0	1
Other Studies																																					

* S - state
N - non state

reporting. Eight of the Registrars in 51 institutions indicated that the studies in Admissions were of use to them. (See Table XII.) Next in frequency were the studies of Grading and Examinations mentioned by 6 institutions, including 1 woman's college and studies of Graduation Requirements mentioned by 4. Studies in the two former areas were of use to a larger percentage of Registrars in state-supported institutions than in those which are non-state supported. No attempt was made to determine how the Registrars used these studies.

D.

> In what research areas, if any, are reports made, but no part in making them is played by the Registrar? In what areas are no reports made at all?

Further light can be cast upon the role of the Registrar in institutional research by noting the areas of study in which he is most often reported as having played no part. Table XIII presents a summary of questionnaire responses to this question by size, type of financial support, and regional location of the institution. The area most frequently reported as without benefit of the Registrar's attention is that of Finance. This was true of all institutions regardless of size, with 3 out of 6 (50%) woman's colleges, 15 out of 29 (51.7%) colleges enrolling 5,000 to 9,999 students, 5 out of 10 (50%) of the institutions enrolling

TABLE XII. NUMBER OF STUDIES WHICH WERE REPORTED TO BE OF USE TO THE REGISTRAR

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration																			1	0	1				1	0	1		1	0	1				1	0	1
Admissions										2	1	3				2	1	3	3	0	3				3	0	3	2	5	1	6	2	0	2	7	1	8
Alumni										0	1	1				0	1	1											0	1	1				0	1	1
Articulation																			1	0	1				1	0	1	1	1	0	1	1	0	1	2	0	2
Curriculum										0	1	1				0	1	1											0	1	1				0	1	1
Extension										1	1	2				1	1	2	1	0	1				1	0	1		2	1	3				2	1	3
Extracurricular																			1	0	1				1	0	1		1	0	1				1	0	1
Facilities										0	1	1				0	1	1										2	0	1	1	2	0	2	2	1	3
Faculty										1	0	1				1	0	1											1	0	1				1	0	1
Finance																																					
Grading & Exams	1	0	1				1	0	1	0	1	1				0	1	1	2	0	2				2	0	2	2	3	1	4	2	0	2	5	1	6
Graduate Education										0	1	1				0	1	1										1	0	1	1	1	0	1	1	1	2
Grad.Requirements										0	2	2				0	2	2	2	0	2				2	0	2		2	2	4				2	2	4
Independent Study																												1				1	0	1	1	0	1
Institu.Purposes										0	1	1				0	1	1										2	0	1	1	2	0	2	2	1	3
Liberal-General Ed																			1	0	1				1	0	1		1	0	1				1	0	1
Library																																					
Prof.& Tech. Ed.																			2	0	2				2	0	2		2	0	2				2	0	2
Self-Studies										1	1	2				1	1	2	1	0	1				1	0	1		2	1	3				2	1	3
Stdt.Charactrstics																												2				2	0	2	2	0	2
Summer Sessions										0	1	1				0	1	1	1	0	1				1	0	1		1	1	2				1	1	2
Teaching Methods																																					
Work-Study																																					
Other Studies																																					

* S - state
N - non-state

TABLE XIII. NUMBER OF INSTITUTIONAL STUDIES IN WHICH NO PART WAS PLAYED BY THE REGISTRAR

Enrollment	1,250 - 2,500									5,000 - 9,999									1[illegible]0 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration				0	1	1	0	1	1	3	2	5	1	1	2	4	3	7	4	0	4				4	0	4	1	7	2	9	2	2	4	9	4	13
Admissions				0	2	2	0	2	2	1	0	1	0	2	2	1	2	3	1	0	1				1	0	1		2	0	2	0	4	4	2	4	6
Alumni				0	2	2	0	2	2	3	5	8	1	2	3	4	7	11	1	0	1				1	0	1	3	4	5	9	4	4	8	8	9	17
Articulation				0	1	1	0	1	1	1	0	1	0	2	2	1	2	3	1	0	1				1	0	1		2	0	2	0	3	3	2	3	5
Curriculum	1	0	1	0	1	1	1	1	2	7	3	10	0	1	1	7	4	11	2	0	2	1	0	1	3	0	3	1	10	3	13	2	2	4	12	5	17
Extension				0	1	1	0	1	1	4	0	4	0	1	1	4	1	5	2	0	2	1	0	1	3	0	3	2	6	0	6	3	2	5	9	2	11
Extracurricular				0	1	1	0	1	1	5	5	10	0	2	2	5	7	12	4	0	4	1	0	1	5	0	5	1	9	5	14	2	3	5	11	8	19
Facilities	1	0	1	0	1	1	1	1	2	4	1	5	0	1	1	4	2	6	1	0	1				1	0	1		6	1	7	0	2	2	6	3	9
Faculty	1	0	1	0	2	2	1	2	3	9	4	13	0	2	2	9	6	15	3	0	3	1	0	1	4	0	4	3	13	4	17	4	4	8	17	8	25
Finance	1	0	1	0	2	2	1	2	3	8	5	13	0	2	2	8	7	15	4	0	4	1	0	1	5	0	5	5	13	5	18	6	4	10	19	9	28
Grading & Exams				0	1	1	0	1	1	4	2	6	0	1	1	4	3	7	2	0	2				2	0	2	1	6	2	8	1	2	3	7	4	11
Graduate Education				0	1	1	0	1	1	6	2	8	0	2	2	6	4	10	3	0	3				3	0	3	2	9	2	11	2	3	5	11	5	16
Grad.Requirements	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	1	2	3	1	0	1	1	0	1	2	0	2	1	3	1	4	2	2	4	5	3	8
Independent Study				0	1	1	0	1	1	6	3	9	0	2	2	6	5	11	2	0	2	1	0	1	3	0	3	2	8	3	11	3	3	6	11	6	17
Institu.Purposes				0	1	1	0	1	1				0	2	2	0	2	2														0	3	3	0	3	3
Liberal-General Ed.				0	1	1	0	1	1	7	1	8	0	2	2	7	3	10	2	0	2				2	0	2	3	9	1	10	3	3	6	12	4	16
Library	1	0	1	0	1	1	1	1	2	7	7	14	0	2	2	7	9	16	5	1	6	1	0	1	6	1	7	3	13	8	21	4	3	7	17	11	28
Prof.& Tech. Ed.	1	0	1	0	1	1	1	1	2	6	3	9	0	1	1	6	4	10	3	0	3				3	0	3	3	10	3	13	3	2	5	13	5	18
Self-Studies				0	1	1	0	1	1	1	0	1	0	1	1	1	1	2											1	0	1	0	2	2	1	2	3
Stdt.Charactrstics.				0	1	1	0	1	1				0	1	1	0	1	1	2	0	2				2	0	2		2	0	2	0	2	2	2	2	4
Summer Sessions										3	0	3				3	0	3	2	0	2				2	0	2	1	5	0	5	1	0	1	6	0	6
Teaching Methods	1	0	1	0	1	1	1	1	2	9	4	13	0	2	2	9	6	15	5	0	5	1	0	1	6	0	6	3	15	4	19	4	3	7	19	7	26
Work-Study	1	0	1	0	1	1	1	1	2	5	2	7	0	2	2	5	4	9	3	0	3	1	0	1	4	0	4	1	9	2	11	2	3	5	11	5	16
Other Studies																																					

* S - state
  N - non-state

10,000 to 19,999 students, and 5 out of 6 (83.3%) of the 20,000 students plus institutions; or a total of 28 out of 51 (54.9%) institutions. Studies about the Library also were mentioned a total of 28 times, with slightly different figures being reported for different sized institutions. Twenty-six institutions reported studies in Teaching Methods, and 25 reported studies of Faculty as areas in which the Registrar played no part. The distribution of figures reported for the various sized institutions was consistently close to the 50% level established for the overall totals in each area.

Looking at the totals by type of support, one finds that in the area of Finance 19 out of 33 (57.6%) state-supported and 9 out of 18 (50%) of the non-state supported institutions did not utilize the services of the Registrar. In Library studies 17 out of 33 (51.5%) state-supported and 11 out of 18 (61.1%) followed this procedure. For studies about the Faculty the totals were 17 out of 33 (51.5%) state-supported and 8 out of 18 (44.4%) non-state supported. The differences between institutions by type of support with regard to areas of study in which no part was played by the Registrar is not unlike the differences which were found to exist according to size of institutions.

Comparing areas of study not served by the Registrar in terms of southern and non-southern institutions, 18 of 34 (52. 9%) southern institutions and 10 out of 17 (58. 8%) non-southern ones reported the area of Finance as most frequently omitted. Twenty-one of 34 (61. 7%) southern and 7 of 17 (41. 1%) non-southern institutions reported the Library as another such area of study. A similar difference percentage-wise is to be noted in the figures relating to studies of Faculty. In this area, 17 of 34 (50%) southern and 8 of 17 (47. 0%) non-southern institutions reported that no part was played by the Registrar in making such studies.

If one looks at the data in Table XIII in comparison with data in Table IX-A, one discovers generally a complementary relationship. Table IX-A records study areas in which the Registrar is active; Table XIII those in which he is not. If one would determine those areas in which most Registrars were reported to have no part in study-making, there appear those stated above, and in Table IX-A the frequency with which he is reported as having a part in them is correspondingly low. Conversely, if one would determine those areas in which most Registrars were reported to have planned, assisted in planning, or produced reports there appear those described earlier (see page 45), and the frequency with which he is reported as having played no part in developing them is correspondingly low. A few areas in which such data are notable are included in Table XIII-A. In this table no study area is included in which the frequency with which it is reported in one table is not twice as great as in the other. Oddly enough, this arrangement divides itself into nine areas of Registrar activity, nine areas of Registrar (relative) inactivity, and five areas in which the frequencies are more nearly equal. These latter areas though not appearing in Table XIII-A include studies of Administration, Curriculum, Ex tension, Graduate Education, and Independent Study. This pattern is virtually the same for southern institutions as for the total group. For the six largest non-southern institutions, the areas of Curriculum and Work-Study Programs are added to the Registrar's list of frequently made studies, and Extracurricular Activities and Faculty are dropped from the list of areas in which he plays no part in study-making.

The pattern is the same for state-supported institutions as for the total group. but some differences appear in the comparison with the non-state supported institutions. This latter group reports twice as frequently their Registrars active as study-makers in only 7 of the 9 areas previously listed; the two areas not included are Articulation, and Grading and Examinations. Among the areas reported as not being

TABLE XIII-A.

(TABLE IX-A. vs. TABLE XIII.)

A COMPARISON OF AREAS OF STUDY IN WHICH THE REGISTRAR WAS REPORTED ACTIVE IN STUDY-MAKING TWICE AS OFTEN AS HE WAS REPORTED AS HAVING PLAYED NO PART, AND VICE VERSA

Registrar planned, assisted in planning, or produced reports (from Table IX-A.)	Registrar played no part in making the study (from Table XIII.)
Admissions	Alumni
Articulation	Extracurricular Activities
Facilities	Faculty
Grading and Examinations	Finance
Graduation Requirements	Liberal-General Education
Institutional Purposes (Planning and Enrollment Forecasts)	Library
Self-Studies	Professional and Technical Education
Student Characteristics	Teaching Methods
Summer Sessions	Work-Study Programs

studied by the Registrar emerge these differences when compared with the total group: Independent Study is added to this list, and Library is deleted. Thus it would appear that not a great deal of difference exists among institutions either by region, or type of support, with regard to the areas in which the Registrar is active as a study-maker or in areas in which studies are made in which he plays no part. While there is evidence that Registrars in some institutions have made studies in each of the areas, studies of the Library and of Teaching Methods (where only one institution for each reported the Registrar as having participated) are generally avoided.

An analysis of areas in which institutions indicated that no reports had been made was tabulated and the results are presented in Table XIV. Heading the list are studies in the area of the Work-Study Programs with 23 of 51 (45. 1%) institutions reporting no studies made. Next are studies in the area of Liberal-General Education with 22 (43. 1%) institutions. Following are studies in the areas of Administration, Library, and Teaching Methods with 19 (37. 2%) each. Least frequently reported were studies in the area of Admissions with 3, Institutional Purposes (Planning and Enrollment Forecasts) with 5, Facilities with 6, and Grading and Examinations with 7. These latter areas fall as might be expected in view of the analyses reported previously regarding the

TABLE XIV. NUMBER OF STUDIES INDICATED AS NOT REPRESENTED BY REPORTS

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration				0	2	2	0	2	2	7	2	9	1	0	1	8	2	10	1	1	2	1	1	2	2	2	4	3	8	3	11	5	3	8	13	6	19
Admissions				0	2	2	0	2	2	1	0	1				1	0	1											1	0	1	0	2	2	1	2	3
Alumni				0	2	2	0	2	2	6	1	7				6	1	7	2	0	2	1	1	2	3	1	4	2	8	1	9	3	3	6	11	4	15
Articulation				0	2	2	0	2	2	6	2	8	1	0	1	7	2	9	3	1	4	1	1	2	4	2	6	1	9	3	12	3	3	6	12	6	18
Curriculum				0	2	2	0	2	2	5	2	7	1	0	1	6	2	8				0	1	1	0	1	1		5	2	7	1	3	4	6	5	11
Extension	1	0	1	0	4	4	1	4	5	5	3	8	1	0	1	6	3	9										3	6	3	9	4	4	8	10	7	17
Extracurricular	1	0	1	0	3	3	1	3	4	5	2	7				5	2	7	1	0	1	1	1	2	2	1	3	1	7	2	9	2	4	6	9	6	15
Facilities				0	1	1	0	1	1	2	2	4				2	2	4				0	1	1	0	1	1		2	2	4	0	2	2	2	4	6
Faculty				0	2	2	0	2	2	4	3	7	1	0	1	5	3	8				0	1	1	0	1	1	1	4	3	7	2	3	5	6	6	12
Finance				0	2	2	0	2	2	4	2	6	1	0	1	5	2	7				0	1	1	0	1	1		4	2	6	1	3	4	5	5	10
Grading & Exams				0	3	3	0	3	3	1	1	2				1	1	2				1	1	2	1	1	2		1	1	2	1	4	5	2	5	7
Graduate Education				0	3	3	0	3	3	6	3	9	1	0	1	7	3	10				1	0	1	1	0	1	1	6	3	9	3	3	6	9	6	15
Grad.Requirements				0	3	3	0	3	3	5	2	7				5	2	7										2	5	2	7	2	3	5	7	5	12
Independent Study				0	2	2	0	2	2	8	0	8				8	0	8				0	1	1	0	1	1	1	8	0	8	1	3	4	9	3	12
Institu.Purposes				0	2	2	0	2	2	1	0	1				1	0	1				1	0	1	1	0	1	1	1	0	1	2	2	4	3	2	5
Liberal-General Ed	1	0	1	0	2	2	1	2	3	9	4	13	1	0	1	10	4	14	1	0	1	1	1	2	2	1	3	2	11	4	15	4	3	7	15	7	22
Library				0	3	3	0	3	3	8	2	10	1	0	1	9	2	11	1	0	1	1	1	2	2	1	3	2	9	2	11	4	4	8	13	6	19
Prof.& Tech. Ed.				0	3	3	0	3	3	7	1	8	1	0	1	8	1	9	1	0	1	1	1	2	2	1	3	2	8	1	9	4	4	8	12	5	17
Self-Studies				0	3	3	0	3	3	3	1	4	1	0	1	4	1	5	1	0	1	0	1	1	1	1	2	1	4	1	5	2	4	6	6	5	11
Stdt.Charactrstics				0	3	3	0	3	3	4	1	5				4	1	5				1	0	1	1	0	1		4	1	5	1	3	4	5	4	9
Summer Sessions				0	2	2	0	2	2	3	1	4				3	1	4	1	0	1	1	0	1	2	0	2	1	4	1	5	2	2	4	6	3	9
Teaching Methods				0	3	3	0	3	3	7	3	10	1	0	1	8	3	11	1	0	1	1	1	2	2	1	3	2	8	3	11	4	4	8	12	7	19
Work=Study				0	3	3	0	3	3	9	3	12	1	0	1	10	3	13	1	1	2	1	1	2	2	2	4	3	10	4	14	5	4	9	15	8	23
Other Studies																																					

* S - state
N - non-state

the studies which are made by the Registrar. One might be inclined to "view with alarm" the fact that there are even 3 out of 51 institutions who have not made studies in the area of Admissions were it not for the fact that questionnaire instructions stipulated that only studies made during the last 2 years be reported, and conceivably every institution could have reported such a study had the time limit been longer.

Table XIV was examined to determine if there was a relationship between size of institution and the absence of studies in certain areas. The question became, what areas of study were indicated as having a lower percentage of "no reports" in the larger institutions than in the smaller ones. Fourteen areas fall in this category and include: Admissions, Curriculum, Extracurricular Activities, Facilities, Faculty Characteristics, Finance, Graduate Education, Independent Study Programs, Liberal-General Education, Library, Professional and Technical Education Programs, Self-Studies, Student Characteristics, and Teaching Methods. The table was then examined to determine if the absence of study in certain areas appeared in greater percentage among the larger institutions, and only the area of Administration fell in this category. The remaining areas, in which there appears to be no direct relationship of size of institution to lack of studies, include: Alumni, Articulation, Extension, Grading and Examinations, Graduation Requirements, Institutional

Purposes (Planning and Enrollment Forecasts), Summer Sessions, and Work-Study Programs.

Checking to see if there were notable differences percentagewise between southern and non-southern institutions with regard to areas in which no studies were reported to have been made, one finds an equal or higher percentage reported for non-southern institutions. There was no area in which a higher percentage of southern institutions indicated that no reports had been made. Lest these data bring forth too much southern comfort, let it be remembered that the sample of 17 non-southern institutions is half the size of the other group, and that it was chosen with no thought of trying to achieve either randomness, universality, or comparability. Therefore, the differences could be "accidents in sampling."

Some of the areas in which no reports have been made in approximately the same percentage of southern and non-southern institutions include: Articulation, Curriculum, Facilities, Independent Study, and Liberal-General Education. A 15% or greater difference between the two regions exists in the areas of Administration, Extension, Grading and Examinations, Library, Professional and Technical Education, Self-Studies, and Teaching Methods.

Looking at differences between state and non-state supported institutions, one finds that the state-supported group included a higher percentage of institutions with no reports in the following 8 areas: Administration, Alumni, Articulation, Independent Study, Liberal-General Education, Library, Professional and Technical Education, and Work-Study Programs. The 6 areas in which the percentages were equal or in which they differed 5% or less include: Articulation, Extension, Faculty Characteristics, Institutional Purposes (Planning and Enrollment Forecasts), Teaching Methods, and Work-Study Programs. A difference as great as 15% or more was noted in the areas of Facilities, Grading and Examinations, and Self-Studies with the non-state supported institutions recording the higher percentages. Thus there was a larger number of areas (15) in which there were no reports for the non-state supported group of institutions, and the differences were 15% or greater in three areas.

E.

What offices or groups on-campus produce institutional studies in the U. S. Office of Education research areas?

Respondents to the questionnaire were asked to indicate one or more of the following as offices or groups on-campus producing recent studies in the U. S. Office of Education research areas:

a. Registrar and/or Admissions Office
b. An office of institutional research
c. Another administrative office
d. Administrative and/or faculty committee
   or faculty member
e. Campus organization or chapter
f. Other (please specify)
g. No information

It will be noted that the Registrar and/or Admissions Office were combined into a single category. This was done in order to facilitate reporting by the majority of schools in the study where the two offices are combined. The presence in the study of a few institutions where the two offices are separate, therefore, would make some difference in the responses tabulated for this group when compared with responses tabulated in Table IX-A calling for the work reported by the Registrar only. A further delineation is made in terms of the activity performed in that the Table XV presents data concerned only with studies produced.

In Table XV a total of 30 of the 51 (58.8%) institutions report studies in Admissions produced by the Registrar and/or Admissions Office. Other areas in which this office combination has been productive include: Institutional Purposes (Planning and Enrollment Forecasts) with 23 (45.1%); Grading and Examinations, 19 (37.2%); Articulation, 17 (33.3%). The 6 woman's colleges were represented by a study in

TABLE XV. NUMBER OF STUDIES PRODUCED BY THE REGISTRAR AND/OR ADMISSIONS OFFICE

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No. of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration				0	1	1	0	1	1	1	1	2				1	1	2										1	1	1	2	1	1	2	2	2	4
Admissions	1	0	1				1	0	1	9	7	16	0	1	1	9	8	17	5	0	5	1	1	2	6	1	7	5	15	7	22	6	2	8	21	9	30
Alumni										0	1	1				0	1	1											0	1	1				0	1	1
Articulation	1	0	1				1	0	1	6	3	9	0	1	1	6	4	10	2	0	2	1	0	1	3	0	3	3	9	3	12	4	1	5	13	4	17
Curriculum										2	0	2				2	0	2											2	0	2				2	0	2
Extension										4	1	5				4	1	5	1	0	1	0	1	1	1	1	2		5	1	6	0	1	1	5	2	7
Extracurricular										1	0	1				1	0	1	1	0	1				1	0	1		2	0	2				2	0	2
Facilities				0	1	1	0	1	1	5	2	7				5	2	7	2	1	3	1	0	1	3	1	4		7	3	10	1	1	2	8	4	12
Faculty										0	1	1				0	1	1											0	1	1				0	1	1
Finance										0	1	1				0	1	1											0	1	1				0	1	1
Grading & Exams										6	5	11	1	0	1	7	5	12	3	1	4				3	1	4	3	9	6	15	4	0	4	13	6	19
Graduate Education										1	2	3				1	2	3				0	1	1	0	1	1		1	2	3	0	1	1	1	3	4
Grad.Requirements										6	3	9				6	3	9	2	1	3	0	1	1	2	2	4		8	4	12	0	1	1	8	5	13
Independent Study										0	2	2				0	2	2	1	0	1				1	0	1		1	2	3				1	2	3
Institu.Purposes	1	0	1				1	0	1	11	5	16				11	5	16	1	1	2	0	1	1	1	2	3	3	13	6	19	3	1	4	16	7	23
Liberal-General Ed										0	1	1				0	1	1											0	1	1				0	1	1
Library																																					
Prof. & Tech. Ed.										0	1	1				0	1	1											0	1	1				0	1	1
Self-Studies										5	4	9				5	4	9	0	1	1				0	1	1	2	5	5	10	2	0	2	7	5	12
Stdt.Charactrstics										4	3	7				4	3	7	1	0	1	1	1	2	2	1	3	2	5	3	8	3	1	4	8	4	12
Summer Sessions										6	3	9				6	3	9	0	1	1	0	1	1	0	2	2	1	6	4	10	1	1	2	7	5	12
Teaching Methods																																					
Work-Study																												1				1	0	1	1	0	1
Other Studies										1	0	1				1	0	1											1	0	1				1	0	1

* S - state
N - non-state

each of the areas: Administration, Admissions, Articulation, Facilities, and Institutional Purposes (Planning and Enrollment Forecasts). Fifty percent or more of the 6 largest institutions reported studies produced in Admissions, Articulation, Grading and Examinations, and Institutional Purposes (Planning and Enrollment Forecasts). For the 29 institutions enrolling 5,000 - 9,999 students only studies in the areas of Admissions and Institutional Purposes (Planning and Enrollment Forecasts) were produced with 50% or higher frequency, and for the 10 institutions enrolling 10,000 - 19,999 students only Admissions studies were produced by the Registrar and/or Admissions Office at that frequency.

Comparisons regionally favor the south over the non-south but slightly. Again studies in Admissions and Institutional Purposes (Planning and Enrollment Forecasts) were produced by 50% or more of the 34 southern institutions responding; whereas no studies were produced by 50% or more of the Registrars and/or Admissions Offices in the 17 non-southern institutions. Comparisons by type of financial support show that studies were produced only in the area of Admissions in excess of 50% of either state or non-state supported institutions. This, of course, is the same result as obtained for the total group.

Analyzing the questionnaire for evidences of existence or work of a bureau of institutional research did not yield as much information as might have been thought possible. Table XVI was designed to indicate the studies reported to have been produced by offices of institutional research exclusively. The analysis of the questionnaire revealed the mention of such a bureau in the following 14 institutions: Florida State, Georgia State College of Business Administration, University of Mississippi, George Washington University, University of Louisville, Kansas, Yale, Louisiana State University, Virginia, Missouri, Indiana, Illinois, Michigan, and Wisconsin. One other institution is known to have one or two such bureaus on-campus, but no mention of their output was included in the questionnaire. One of the above institutions is known to have absorbed its bureau into a section of the Registrar's office many years ago. It therefore replied to the questionnaire indicating both offices as producing. Regardless of the interpretations which may be placed upon this information, the population of research bureaus referred to in the questionnaire responses is not large. Of the 14, 3, or 21.4%, were indicated to have produced reports in the areas of Administration and Self-Studies. Two were reported in the areas of Finance, Grading and Examinations, and Independent Study. One bureau was reported as producing studies in Alumni, Extension, Extracurricular

TABLE XVI. NUMBER OF STUDIES REPORTED AS PRODUCED BY AN OFFICE OF INSTITUTIONAL RESEARCH

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration										1	1	2				1	1	2	1	0	1				1	0	1		2	1	3				2	1	3
Admissions																																					
Alumni										1	0	1				1	0	1											1	0	1				1	0	1
Articulation																																					
Curriculum																																					
Extension										1	0	1				1	0	1											1	0	1				1	0	1
Extracurricular										1	0	1				1	0	1											1	0	1				1	0	1
Facilities																																					
Faculty																																					
Finance										0	1	1	1	0	1	1	1	2											0	1	1	1	0	1	1	1	2
Grading & Exams										1	0	1				1	0	1										1	1	0	1	1	0	1	2	0	2
Graduate Education										1	0	1				1	0	1											1	0	1				1	0	1
Grad.Requirements										1	0	1				1	0	1											1	0	1				1	0	1
Independent Study										2	0	2				2	0	2											2	0	2				2	0	2
Institu. Purposes										0	1	1				0	1	1											0	1	1				0	1	1
Liberal-General Ed.																																					
Library																																					
Prof.& Tech. Ed.																																					
Self-Studies										1	0	1	0	1	1	1	1	2				1	0	1	1	0	1		1	0	1	1	1	2	2	1	3
Stdt.Charactrstics										1	0	1				1	0	1											1	0	1				1	0	1
Summer Sessions																																					
Teaching Methods																																					
Work-Study																																					
Other Studies																																					

* S - state
N - non-state

Activities, Graduate Education, Graduation Requirements, Institutional Purposes (Planning and Enrollment Forecasts), and Student Characteristics. Since the number of studies produced in any one area was so small it was felt that to discuss the activities of the research bureaus in terms of size of institution, type of support, or geographic location would not add greatly to information of value in the study.

The small number of reports attributed exclusively to the offices of institutional research is not increased greatly if the questionnaires are analyzed in terms of studies produced by the bureaus in addition to (or in collaboration with) other offices. (See Table XVI-A.) Six of the 14(42.8%) are reported for the area of Institutional Purposes (Planning and Enrollment Forecasts) with 4 being reported for the Grading and Examinations and Self-Studies.

One half of the 14 offices of institutional research are in institutions enrolling 5,000 - 9,999 students. In these institutions only the area of Finance was represented as having as many as 3 studies produced by this office, either singly or in collaboration with other offices.

Four such offices are located in the 6 largest institutions in the study, and only two areas, Faculty Characteristics, and Institutional Purposes (Planning and Enrollment Forecasts) were indicated as having reports

TABLE XVI-A. NUMBER OF STUDIES PRODUCED BY AN OFFICE OF INSTITUTIONAL RESEARCH IN ADDITION TO OTHER OFFICES

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
No. Inst. with Research Offices										3	2	5	1	1	2	4	3	7	2	0	2	1	0	1	3	0	3	4	5	2	7	6	1	7	11	3	14
Category																																					
Administration										1	1	2				1	1	2	1	0	1				1	0	1		2	1	3				2	1	3
Admissions										1	0	1				1	0	1										1	1	0	1	1	0	1	2	0	2
Alumni										1	0	1				1	0	1											1	0	1				1	0	1
Articulation										1	0	1				1	0	1										1	1	0	1	1	0	1	2	0	2
Curriculum																			1	0	1				1	0	1	1	1	0	1	1	0	1	2	0	2
Extension										1	0	1				1	0	1										1	1	0	1	1	0	1	2	0	2
Extracurricular										1	0	1				1	0	1											1	0	1				1	0	1
Facilities										1	1	2				1	1	2	1	0	1				1	0	1	1	2	1	3	1	0	1	3	1	4
Faculty										0	1	1				0	1	1	1	0	1				1	0	1	2	1	1	2	2	0	2	3	1	4
Finance										1	1	2	1	0	1	2	1	3											1	1	2	1	0	1	2	1	3
Grading & Exams										1	1	2				1	1	2	1	0	1				1	0	1	1	2	1	3	1	0	1	3	1	4
Graduate Education										1	0	1				1	0	1	2	0	2				2	0	2		3	0	3				3	0	3
Grad.Requirements										1	0	1				1	0	1	1	0	1				1	0	1		2	0	2				2	0	2
Independent Study										2	0	2				2	0	2											2	0	2				2	0	2
Institu.Purposes										0	1	1	1	0	1	1	1	2	2	0	2				2	0	2	2	2	1	3	3	0	3	5	1	6
Liberal-General Ed.																												1				1	0	1	1	0	1
Library																																					
Prof.& Tech.Ed.										1	0	1				1	0	1											1	0	1				1	0	1
Self-Studies										1	0	1	0	1	1	1	1	2	1	0	1	1	0	1	2	0	2		2	0	2	1	1	2	3	1	4
Stdt.Charactrstics.										1	0	1				1	0	1	1	0	1				1	0	1	1	2	0	2	1	0	1	3	0	3
Summer Sessions																																					
Teaching Methods																																					
Work-Study																																					
Other Studies																																					

* S - state
N - non-state

produced by as many as 2 of the research offices. The situation is about the same when institutions are compared by region. There were 7 research offices reported for the southern and 7 for the non-southern institutions. Three out of 7 research offices are indicated as having produced studies in the areas of Administration, Facilities, Grading and Examinations, Graduate Education, and Institutional Purposes (Planning and Enrollment Forecasts). Three out of 7 non-southern research offices were reported as producing studies in the latter category only.

Since there were only 3 of the 14 offices located in non-state supported institutions, it was felt that little information would be added to the study through an attempt to compare their reported productivity with that of the state-supported ones on the basis of information contained in Table XVI-A.

Questionnaire respondents were asked to indicate the extent to which administrative offices other than that of the Registrar and/or Admissions Office, or a bureau of institutional research, had produced studies. Table XVII presents an analysis of the data on that subject. Out of 51 institutions, 29 reported that such an office had produced studies in the area of Finance. Next in frequency were studies in the areas of Alumni and Faculty Characteristics with 18 each, Facilities with 17,

TABLE XVII. NUMBER OF STUDIES REPORTED AS PRODUCED BY ANOTHER ADMINISTRATIVE OFFICE

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration										5	3	8	0	1	1	5	4	9	3	0	3				3	0	3	3	8	3	11	3	1	4	11	4	15
Admissions				0	1	1	0	1	1	2	0	2				2	0	2											2	0	2	0	1	1	2	1	3
Alumni										6	7	13	1	1	2	7	8	15	3	0	3				3	0	3		9	7	16	1	1	2	10	8	18
Articulation				0	1	1	0	1	1	3	0	3				3	0	3	1	0	1				1	0	1		4	0	4	0	1	1	4	1	5
Curriculum	1	0	1	0	1	1	1	1	2	4	2	6				4	2	6	1	0	1				1	0	1	1	6	2	8	1	1	2	7	3	10
Extension										4	2	6				4	2	6	4	0	4	1	0	1	5	0	5	1	8	2	10	2	0	2	10	2	12
Extracurricular										6	5	11	1	0	1	7	5	12	2	0	2				2	0	2	1	8	5	13	2	0	2	10	5	15
Facilities	1	0	1	0	1	1	1	1	2	4	4	8	1	1	2	5	5	10	2	0	2	1	1	2	3	1	4	1	7	4	11	3	3	6	10	7	17
Faculty				0	1	1	0	1	1	6	3	9	1	1	2	7	4	11	3	1	4	1	0	1	4	1	5	1	9	4	13	3	2	5	12	6	18
Finance				0	1	1	0	1	1	10	4	14	0	1	1	10	5	15	5	1	6	1	1	2	6	2	8	5	15	5	20	6	3	9	21	8	29
Grading & Exams	1	0	1				1	0	1	4	0	4				4	0	4										1	5	0	5	1	0	1	6	0	6
Graduate Education										5	2	7	1	0	1	6	2	8	3	1	4				3	1	4	2	8	3	11	3	0	3	11	3	14
Grad.Requirements	1	0	1				1	0	1	3	2	5	1	0	1	4	2	6	2	0	2				2	0	2	1	6	2	8	2	0	2	8	2	10
Independent Study	1	0	1				1	0	1	3	1	4	1	0	1	4	1	5	2	1	3	0	1	1	2	2	4	2	6	2	8	3	1	4	9	3	12
Institu.Purposes				0	1	1	0	1	1				0	1	1	0	1	1	2	0	2				2	0	2		2	0	2	0	2	2	2	2	4
Liberal-General Ed				0	1	1	0	1	1	3	1	4				3	1	4	0	1	1				0	1	1	3	3	2	5	3	1	4	6	3	9
Library										4	4	8	0	1	1	4	5	9	3	1	4	0	1	1	3	2	5	2	7	5	12	2	2	4	9	7	16
Prof.& Tech. Ed.										3	1	4	0	1	1	3	2	5	2	1	3	0	1	1	2	2	4	3	5	2	7	3	2	5	8	4	12
Self-Studies	1	0	1				1	0	1													0	1	1	0	1	1		1	0	1	0	1	1	1	1	2
Stdt.Charactrstics										2	3	5	1	0	1	3	3	6	1	1	2				1	1	2	2	3	4	7	3	0	3	6	4	10
Summer Sessions	1	0	1				1	0	1	3	2	5	1	0	1	4	2	6	3	0	3				3	0	3	1	7	2	9	2	0	2	9	2	11
Teaching Methods										2	2	4				2	2	4	1	0	1				1	0	1	1	3	2	5	1	0	1	4	2	6
Work-Study										4	1	5				4	1	5	3	0	3				3	0	3	1	7	1	8	1	0	1	8	1	9
Other Studies																																					

* S - state
N - non-state

Library with 16, and Administration and Extracurricular Activities with 15 each. Areas in which 50% or more of the institutions in each category reported the production of studies by another administrative office include:

A. By Size of Institution:

Enrollment	Total No. of Institutions	Category	No. Inst. Reported
1,250 - 2,500 (Woman's Colleges)	6	None	
5,000 - 9,999	29	Alumni	15
		Finance	15
10,000 - 19,999	10	Finance	8
		Extension	5
		Faculty Characteristics	5
		Library	5
20,000 and over	6	Finance	5
		Administration	3
		Liberal-General Education	3
		Prof. & Tech. Education	3

B. By Geographical Location:

Southern Institutions	34	Finance	20
Non-Southern "	17	Finance	9

C. By Type of Financial Support:

State Supported	33	Finance	21
Non-State "	18	None	

This information suggests that differences in size of institution were more important in determining both type and amount of studies produced by other administrative offices than were the institution's geographical location or type of financial support. Studies in the area of Finance were common to 50% or more of all types of institutions represented here except the woman's colleges and the total group of non-state supported institutions. For this latter group, studies of Alumni and of Finance were reported for other administrative offices in 8 (or 44%) of the institutions.

In some institutions a great amount of study-making is done by committees of administrative and/or faculty personnel, and occasionally by individual faculty members. To ascertain the extent to which study-making was accomplished in this manner, questionnaire respondents were asked to indicate in which of the 24 study areas there had been studies produced in this manner. Table XVIII reports the number of areas in which such studies were reported. Areas in which 25% or more of the institutions in each category indicated the production of studies by this means include:

A. By Size of Institution:

Enrollment	Total No. of Institutions	Category	No. Inst. Reported
1,250 - 2,500 (Woman's Colleges)	6	None	

TABLE XVIII. NUMBER OF STUDIES REPORTED AS PRODUCED BY ADMINISTRATIVE AND/OR FACULTY COMMITTEE OR FACULTY MEMBER

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No. of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration										1	0	1				1	0	1				1	0	1	1	0	1		1	0	1	1	0	1	2	0	2
Admissions										1	0	1				1	0	1	1	0	1				1	0	1		2	0	2				2	0	2
Alumni										1	0	1				1	0	1				1	0	1	1	0	1		1	0	1	1	0	1	2	0	2
Articulation										1	1	2				1	1	2	1	0	1				1	0	1		2	1	3				2	1	3
Curriculum										3	3	6	0	1	1	3	4	7	3	1	4	2	1	3	5	2	7	3	6	4	10	5	2	7	11	6	17
Extension										0	1	1				0	1	1	1	0	1	1	0	1	2	0	2		1	1	2	1	0	1	2	1	3
Extracurricular										0	1	1				0	1	1				1	0	1	1	0	1	1	0	1	1	2	0	2	2	1	3
Facilities										1	1	2				1	1	2	1	0	1				1	0	1	2	2	1	3	2	0	2	4	1	5
Faculty										1	1	2				1	1	2				1	1	2	1	1	2	1	1	1	2	2	1	3	3	2	5
Finance																						1	0	1	1	0	1					1	0	1	1	0	1
Grading & Exams													0	1	1	0	1	1	1	0	1	1	0	1	2	0	2		1	0	1	1	1	2	2	1	3
Graduate Education										0	2	2	0	1	1	0	3	3				1	0	1	1	0	1	1	0	2	2	2	1	3	2	3	5
Grad. Requirements										0	1	1	0	1	1	0	2	2	1	0	1	2	0	2	3	0	3	2	1	1	2	4	1	5	5	2	7
Independent Study										2	3	5	0	1	1	2	4	6	3	0	3	2	0	2	5	0	5	2	5	3	8	4	1	5	9	4	13
Institu. Purposes										2	1	3				2	1	3	1	0	1	1	0	1	2	0	2		3	1	4	1	0	1	4	1	5
Liberal-General Ed										2	1	3	0	1	1	2	2	4	4	0	4	1	0	1	5	0	5		6	1	7	1	1	2	7	2	9
Library										1	1	2				1	1	2	1	0	1	1	0	1	2	0	2		2	1	3	1	0	1	3	1	4
Prof. & Tech. Ed.										1	1	2				1	1	2	1	0	1	1	0	1	2	0	2		2	1	3	1	0	1	3	1	4
Self-Studies										3	1	4				3	1	4	3	0	3	1	0	1	4	0	4		6	1	7	1	0	1	7	1	8
Stdt. Charactrstics	1	0	1				1	0	1	1	0	1	0	1	1	1	1	2	3	0	3				3	0	3		5	0	5	0	1	1	5	1	6
Summer Sessions																												2				2	0	2	2	0	2
Teaching Methods										0	1	1	0	1	1	0	2	2	2	1	3				2	1	3	1	2	2	4	1	1	2	3	3	6
Work-Study										2	0	2				2	0	2				1	0	1	1	0	1		2	0	2	1	0	1	3	0	3
Other Studies										2	0	2				2	0	2				1	0	1	1	0	1		2	0	2	1	0	1	3	0	3

* S - state
N - non-state

Enrollment	Total No. of Institutions	Category	No. Inst. Reported
5,000 - 9,999	29	None	
10,000 - 19,999	10	Curriculum	7
		Independent Study	5
		Liberal-General Education	5
		Self-Studies	4
		Graduation Requirements	3
		Student Characteristics	3
		Teaching Methods	3
20,000 and over	6	Curriculum	3
		Facilities	2
		Graduation Requirements	2
		Independent Study	2
		Summer Sessions	2
B. By Geographical Location:			
Southern Institutions	34	Curriculum	10
Non-Southern "	17	Curriculum	7
		Graduation Requirements	5
		Independent Study	5
C. By Type of Financial Support:			
State Supported	33	Curriculum	11
		Independent Study	9
Non-State Supported	18	Curriculum	6
D. Total of All Institutions:			
	51	Curriculum	17
		Independent Study	13

Again the data suggest that size of institution played a larger part than geographical location or type of financial support in determining the number of studies which were produced by administrative and/or faculty committees or faculty members. With regard to study producing this way it may be of value to explain that in order to get even the few study areas mentioned above, it was necessary to drop from 50% to 25% of the total number of institutions available in order to include the areas most frequently developed in each of the above categories.

Occasionally one may find on a college campus an organization such as the A. A. U. P. or a student group which participates in study-making. It was thought desirable to try to ascertain if any of the 51 institutions had had such groups produce studies in some of the 24 areas. Table XIX contains an analysis of the responses to this query. Three out of 51 institutions reported studies of the Alumni, one of which was a southern woman's college, the other two were among the largest of the southern universities. Two of 51 institutions reported studies produced by such groups in the area of Extension Programs, and Extracurricular Activities. Needless to say, the institutions of this study have not as yet found study-making the kind of activity which such organizations undertake with enough frequency to make further

TABLE XIX. NUMBER OF STUDIES REPORTED AS PRODUCED BY A CAMPUS ORGANIZATION OR CHAPTER

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration																																					
Admissions																																					
Alumni	1	0	1				1	0	1										1	1	2				1	1	2		2	1	3				2	1	3
Articulation																																					
Curriculum										0	1	1				0	1	1											0	1	1				0	1	1
Extension										0	2	2				0	2	2											0	2	2				0	2	2
Extracurricular													0	1	1	0	1	1	0	1	1				0	1	1		0	1	1	0	1	1	0	2	2
Facilities																																					
Faculty										0	1	1				0	1	1											0	1	1				0	1	1
Finance																																					
Grading & Exams										1	0	1				1	0	1											1	0	1				1	0	1
Graduate Education																																					
Grad.Requirements																																					
Independent Study																																					
Institu.Purposes																																					
Liberal-General Ed										0	1	1				0	1	1											0	1	1				0	1	1
Library																																					
Prof. & Tech. Ed.										0	1	1				0	1	1											0	1	1				0	1	1
Self-Studies																																					
Stdt.Charactrstics																																					
Summer Sessions																																					
Teaching Methods										1	0	1				1	0	1											1	0	1				1	0	1
Work-Study										0	1	1				0	1	1											0	1	1				0	1	1
Other Studies																																					

* S - state
N - non-state

analysis of the questionnaire on this point meaningful.

In order to include offices and organizations not already specified, an opportunity was given questionnaire respondents to indicate studies which had been produced by "other" agencies. In Table XX may be found an indication of the extent to which studies were produced in this manner. Studies of the Summer Sessions were also produced in 4 institutions, 3 of which were in southern institutions enrolling 5,000 - 9,999 students. Next in frequency were studies reported in Curriculum, and in Student Characteristics, the latter being reported in the same type of southern institutions as were Summer Session studies. Several areas were cited in two institutions of varying size, and except for studies of Alumni, both of which were reported for 2 of the largest institutions, were largely from the southern institutions previously mentioned. Further analysis of Table XX does not seem called for in view of the number of responses obtained.

Inquiring into studies made in various areas the production of which the questionnaire respondents reported "no information" yielded little additional information. Four respondents, according to Table XXI, indicated no information about studies produced in the area of Teaching Methods. Three indicated similarly about the area of Administration.

TABLE XX. NUMBER OF STUDIES REPORTED AS PRODUCED BY "OTHER" OFFICES

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration										1	1	2				1	1	2											1	1	2				1	1	2
Admissions																																					
Alumni																												2				2	0	2	2	0	2
Articulation										0	1	1				0	1	1											0	1	1				0	1	1
Curriculum										1	1	2				1	1	2										1	1	1	2	1	0	1	2	1	3
Extension																																					
Extracurricular																												1				1	0	1	1	0	1
Facilities																																					
Faculty										1	0	1				1	0	1											1	0	1				1	0	1
Finance										1	0	1				1	0	1											1	0	1				1	0	1
Grading & Exams										1	1	2				1	1	2											1	1	2				1	1	2
Graduate Education										0	1	1				0	1	1											0	1	1				0	1	1
Grad.Requirements										0	1	1				0	1	1											0	1	1				0	1	1
Independent Study										0	2	2				0	2	2											0	2	2				0	2	2
Institu.Purposes										0	1	1				0	1	1											0	1	1				0	1	1
Liberal-General Ed										0	1	1				0	1	1											0	1	1				0	1	1
Library										0	1	1				0	1	1	1	0	1				1	0	1		1	1	2				1	1	2
Prof. & Tech. Ed.										0	1	1				0	1	1	1	0	1				1	0	1		1	1	2				1	1	2
Self-Studies										0	2	2				0	2	2											0	2	2				0	2	2
Stdt.Charactrstics										1	2	3				1	2	3											1	2	3				1	2	3
Summer Sessions										1	2	3				1	2	3	1	0	1				1	0	1		2	2	4				2	2	4
Teaching Methods										1	1	2				1	1	2											1	1	2				1	1	2
Work-Study																																					
Other Studies																																					

* S - state
N - non-state

TABLE XXI. NUMBER OF STUDIES WHERE "NO INFORMATION" WAS REPORTED

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration										0	1	1				0	1	1	1	0	1	0	1	1	1	1	2		1	1	2	0	1	1	1	2	3
Admissions																																					
Alumni																			1	0	1	0	1	1	1	1	2		1	0	1	0	1	1	1	1	2
Articulation																						0	1	1	0	1	1					0	1	1	0	1	1
Curriculum																																					
Extension																																					
Extracurricular										1	0	1				1	0	1				0	1	1	0	1	1		1	0	1	0	1	1	1	1	2
Facilities																																					
Faculty										1	0	1				1	0	1											1	0	1				1	0	1
Finance										1	1	2				1	1	2											1	1	2				1	1	2
Grading & Exams																						0	1	1	0	1	1					0	1	1	0	1	1
Graduate Education										1	0	1				1	0	1											1	0	1				1	0	1
Grad.Requirements																																					
Independent Study										2	0	2				2	0	2											2	0	2				2	0	2
Institu.Purposes																																					
Liberal-General Ed										1	0	1				1	0	1				0	1	1	0	1	1		1	0	1	0	1	1	1	1	2
Library										1	1	2				1	1	2											1	1	2				1	1	2
Prof. & Tech. Ed.										1	1	2				1	1	2											1	1	2				1	1	2
Self-Studies																																					
Stdt.Charactrstics																																					
Summer Sessions																																					
Teaching Methods										1	1	2				1	1	2	1	0	1	0	1	1	1	1	2		2	1	3	0	1	1	2	2	4
Work-Study													0	1	1	0	1	1				0	1	1	0	1	1					0	2	2	0	2	2
Other-Studies																						0	1	1	0	1	1					0	1	1	0	1	1

There were 8 other areas in which 2 indicated no information and 5 in which only 1 replied. These responses were fairly evenly distributed according to size and type of institution with the 6 woman's colleges and the 6 largest institutions omitting all areas from the "no information" category.

A final type of analysis to determine study producing offices was made by developing data about studies produced by a combination of two or more offices. This was an attempt to determine if there might be areas in which some institutions had found it either advantageous to combine offices in producing studies in certain areas, or had found one or more of the 24 categories so broad that studies produced about it would involve more than one office. While no attempt was made to determine which reason was the correct one, Table XXII includes the data resulting from this combination. It reveals that most numerous were the 10 institutions out of 51 reporting studies in Admissions, 9 in the areas of Faculty, Institutional Purposes (Planning and Enrollment Forecasts) and Student Characteristics, and 8 in the area of Facilities. Fifty percent of the largest institutions followed this procedure in 3 areas: namely, Facilities, Faculty, and Institutional Purposes (Planning and Enrollment Forecasts). However, the other groupings of institutions by size did not seem to reveal startling differences excepting,

TABLE XXII. NUMBER OF STUDIES REPORTED AS PRODUCED BY A COMBINATION OF TWO OR MORE OFFICES

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support*	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No. of Institutions	1	0	1	0	5	5	1	5	6	19	7	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration	1	0	1				1	0	1																				1	0	1				1	0	1
Admissions										4	2	6	1	0	1	5	2	7	0	1	1	1	0	1	1	1	2	1	4	3	7	3	0	3	7	3	10
Alumni										1	0	1				1	0	1											1	0	1				1	0	1
Articulation										1	0	1				1	0	1										2	1	0	1	2	0	2	3	0	3
Curriculum																			2	0	2				2	0	2	1	2	0	2	1	0	1	3	0	3
Extension																			0	1	1				0	1	1		0	1	1				0	1	1
Extracurricular										3	1	4				3	1	4	1	0	1				1	0	1		4	1	5				4	1	5
Facilities										3	1	4				3	1	4	1	0	1				1	0	1	3	4	1	5	3	0	3	7	1	8
Faculty										2	1	3				2	1	3	3	0	3				3	0	3	3	5	1	6	3	0	3	8	1	9
Finance										1	0	1				1	0	1	1	0	1				1	0	1		2	0	2				2	0	2
Grading & Exams										1	2	3				1	2	3	1	0	1				1	0	1	1	2	2	4	1	0	1	3	2	5
Graduate Education										1	0	1				1	0	1	2	0	2				2	0	2		3	0	3				3	0	3
Grad. Requirements										2	1	3				2	1	3	1	0	1				1	0	1		3	1	4				3	1	4
Independent Study																																					
Institu. Purposes										2	1	3	1	0	1	3	1	4	2	0	2				2	0	2	3	4	1	5	4	0	4	8	1	9
Liberal-General Ed.																												1				1	0	1	1	0	1
Library										1	0	1				1	0	1											1	0	1				1	0	1
Prof. & Tech. Ed.										1	1	2				1	1	2											1	1	2				1	1	2
Self-Studies										1	1	2				1	1	2	2	0	2				2	0	2	2	3	1	4	2	0	2	5	1	6
Sdt. Charactrstics.										5	1	6				5	1	6	1	0	1				1	0	1	2	6	1	7	2	0	2	8	1	9
Summer Sessions				0	1	1	0	1	1	0	1	1				0	1	1	1	0	1	1	0	1	2	0	2		1	1	2	1	1	2	2	2	4
Teaching Methods																																					
Work-Study																												1				1	0	1	1	0	1
Other Studies																																					

* S - state
N - non-state

of course, the absence of data from the woman's colleges. Likewise, differences between southern and non-southern institutions appeared to be small when reduced to percentages. A review of the situation regarding state and non-state supported institutions, however, does suggest some differences. Those areas in which 20% of the state-supported institutions report a combination of offices for study producing include: Faculty Characteristics, Institutional Purposes (Planning and Enrollment Forecasts), and Student Characteristics in 8 institutions; Admissions and Facilities in 7 institutions. For the non-state supported institutions, there were no areas in which 20% of the group were represented.

F.

Which are the principal offices requesting that studies be made?

An administrator wishing to marshal facts upon which to base decisions has either to conduct the fact-finding himself or request some one else to do it. It probably stretches credulity to suggest that the questionnaire respondents, all but one or two of whom are Registrars and/or Admissions Officers, would know which office on their campuses would request that studies be made in each of the 24 areas. Nevertheless, it was decided to test this kind of knowledge by asking them to indicate which of the following had requested the study in each of the areas be made:

1. President's office
2. Dean of the Faculty
3. Dean of Arts and Sciences
4. Graduate Dean
5. Faculty Council
6. Student organization sponsored
7. Self-initiated
8. Other (please specify)

The questionnaire data were first analyzed to ascertain the extent to which the President's office had made the initial request for a study to be undertaken. Those areas in which he had done so in 25% or more of the 51 institutions include: Facilities, 24; Finance, 24; Institutional Purposes (Planning and Enrollment Forecasts), 21; Administration, 20. (See Table XXIII.) If the data are broken down further, the following areas are reported in 25% of the total number of institutions in each category:

A. By Size of Institution:

Enrollment	Total No. of Institutions	Category	No. Inst. Reported
1,250 - 2,500 (Woman's Colleges)	6	Administration	2
		Institutional Purposes	2
5,000 - 9,999	29	Facilities	14
		Institutional Purposes	14
		Finance	11
		Administration	10
		Faculty	8

TABLE XXIII. NUMBER OF STUDIES REPORTED REQUESTED BY THE PRESIDENT'S OFFICE

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration	1	0	1	0	1	1	1	1	2	5	4	9	0	1	1	5	5	10	4	0	4	1	0	1	5	0	5	3	10	4	14	4	2	6	14	6	20
Admissions										2	0	2	0	1	1	2	1	3	2	0	2	1	0	1	3	0	3	1	4	0	4	2	1	3	6	1	7
Alumni										2	1	3	1	0	1	3	1	4	1	0	1				1	0	1		3	1	4	1	0	1	4	1	5
Articulation										2	1	3	0	1	1	2	2	4	2	0	2				2	0	2		4	1	5	0	1	1	4	2	6
Curriculum										0	2	2				0	2	2											0	2	2				0	2	2
Extension										3	0	3				3	0	3	3	0	3	2	0	2	5	0	5		6	0	6	2	0	2	8	0	8
Extracurricular										1	2	3				1	2	3	2	0	2				2	0	2		3	2	5				3	2	5
Facilities	1	0	1				1	0	1	7	5	12	1	1	2	8	6	14	4	0	4	1	0	1	5	0	5	4	12	5	17	6	1	7	18	6	24
Faculty										4	2	6	1	1	2	5	3	8	2	0	2				2	0	2	1	6	2	8	2	1	3	8	3	11
Finance				0	1	1	0	1	1	5	5	10	1	0	1	6	5	11	4	1	5	1	1	2	5	2	7	5	9	6	15	7	2	9	16	8	24
Grading & Exams										1	1	2				1	1	2	1	0	1				1	0	1	1	2	1	3	1	0	1	3	1	4
Graduate Education										1	0	1				1	0	1	1	0	1				1	0	1	1	2	0	2	1	0	1	3	0	3
Grad. Requirements													1	0	1	1	0	1	1	0	1				1	0	1		1	0	1	1	0	1	2	0	2
Independent Study										0	1	1				0	1	1	0	1	1				0	1	1		0	2	2				0	2	2
Institu. Purposes	1	0	1	0	1	1	1	1	2	8	4	12	1	1	2	9	5	14	2	0	2				2	0	2	3	11	4	15	4	2	6	15	6	21
Liberal-General Ed										1	0	1				1	0	1	1	1	2				1	1	2	1	2	1	3	1	0	1	3	1	4
Library										2	1	3				2	1	3	1	0	1	0	1	1	1	1	2	1	3	1	4	1	1	2	4	2	6
Prof. & Tech. Ed.													0	1	1	0	1	1	1	0	1	0	1	1	1	1	2		1	0	1	0	2	2	1	2	3
Self-Studies										3	3	6				3	3	6				1	1	2	1	1	2		3	3	6	1	1	2	4	4	8
Stdt.Charactrstics										2	0	2	1	0	1	3	0	3	1	0	1				1	0	1	1	3	0	3	2	0	2	5	0	5
Summer Sessions										3	0	3	1	0	1	4	0	4	2	0	2				2	0	2	1	5	0	5	2	0	2	7	0	7
Teaching Methods																			1	0	1				1	0	1		1	0	1				1	0	1
Work-Study										1	0	1				1	0	1	1	0	1				1	0	1		2	0	2				2	0	2
Other Studies																																					

* S - state
N - non-state

Enrollment	Total No. of Institutions	Category	No. Inst. Reported
10,000 - 19,999	10	Finance	7
		Administration	5
		Extension	5
		Facilities	5
		Admissions	3
20,000 and over	6	Finance	5
		Facilities	4
		Administration	3
		Institutional Purposes	3

B. By Geographical Location:

Southern Institutions	34	Facilities	17
		Finance	15
		Institutional Purposes	15
		Administration	14
Non-Southern Institutions	17	Finance	9
		Facilities	7
		Administration	6
		Institutional Purposes	6

C. By Type of Financial Support:

State Supported	33	Facilities	18
		Finance	16
		Institutional Purposes	15
		Administration	14
Non-State Supported	18	Finance	8
		Administration	6
		Facilities	6
		Institutional Purposes	6

The four areas named by the total group as requested by the President continue to appear in each of the above categories. Of interest, perhaps, are the two additional areas which appeared in the above breakdown but not in the total group. For institutions enrolling 5,000 - 9,999, the area of studies about the Faculty is included; for institutions of 10,000 - 19,999 the areas of Extension and Admissions appear, but studies about Institutional Purposes (Planning and Enrollment Forecasts) do not. The latter, it will be noted in the table, could however have been included for this particular category of institutions without doing serious violence to the 25% cutting point. As a study requester the President, as will be seen, proved to be the most active of the group studied.

Studies requested by the Dean of the Faculty appear considerably fewer than those requested by the President. Because of the sparsity of study requests, an analysis of Table XXIV would not be meaningful at a 25% frequency of reporting. Most frequently requested were studies in the area of Curriculum, with 10 out of 51 requests indicated. Next in frequency appeared studies of Grading and Examinations and of Summer Sessions with 7 each. Those areas in which studies were requested by 2 or more institutions in certain categories include:

TABLE XXIV. NUMBER OF STUDIES REPORTED AS REQUESTED BY THE DEAN OF THE FACULTY

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration										0	1	1				0	1	1											0	1	1				0	1	1
Admissions										1	1	2				1	1	2											1	1	2				1	1	2
Alumni																																					
Articulation				0	1	1	0	1	1																			1				1	1	2	1	1	2
Curriculum	1	0	1	0	1	1	1	1	2	2	1	3	0	1	1	2	2	4	3	0	3				3	0	3	1	6	1	7	1	2	3	7	3	10
Extension																			1	0	1				1	0	1		1	0	1				1	0	1
Extracurricular																																					
Facilities				0	1	1	0	1	1	0	2	2				0	2	2	1	0	1				1	0	1		1	2	3	0	1	1	1	3	4
Faculty				0	1	1	0	1	1										2	0	2				2	0	2	1	2	0	2	1	1	2	3	1	4
Finance																																					
Grading & Exams.	1	0	1				1	0	1	1	0	1	0	1	1	1	1	2	3	0	3				3	0	3	1	5	0	5	1	1	2	6	1	7
Graduate Education																																					
Grad. Requirements	1	0	1				1	0	1										2	0	2				2	0	2	1	3	0	3	1	0	1	4	0	4
Independent Study	1	0	1				1	0	1										1	0	1				1	0	1		2	0	2				2	0	2
Institu. Purposes				0	1	1	0	1	1													0	1	1	0	1	1					0	2	2	0	2	2
Liberal-General Ed				0	1	1	0	1	1										1	0	1				1	0	1	1	1	0	1	1	1	2	2	1	3
Library										0	2	2				0	2	2	1	0	1				1	0	1		1	2	3				1	2	3
Prof. & Tech. Ed.										0	2	2				0	2	2	1	0	1				1	0	1	1	1	2	3	1	0	1	2	2	4
Self-Studies	1	0	1				1	0	1																				1	0	1				1	0	1
Stdt.Charactrstics																			2	0	2				2	0	2	1	2	0	2	1	0	1	3	0	3
Summer Sessions	1	0	1	0	1	1	1	1	2	1	2	3				1	2	3	2	0	2				2	0	2		4	2	6	0	1	1	4	3	7
Teaching Methods										0	1	1	0	1	1	0	2	2	1	0	1				1	0	1	1	1	1	2	1	1	2	2	2	4
Work-Study																																					
Other Studies																																					

* S - state
N - non-state

A. By Size of Institution:

Enrollment	Total No. of Institutions	Category	No. of Inst. Reported
1,250 - 2,500 (Woman's Colleges)	6	Curriculum	2
		Summer Sessions	2
5,000 - 9,999	29	Curriculum	4
		Summer Sessions	3
10,000 - 19,999	10	Curriculum	3
		Grading & Exams	3
		Faculty	2
		Graduation Requirements	2
		Student Character	2
		Summer Sessions	2
20,000 and over	6	None	

B. By Geographical Location:

Southern Institutions	34	Curriculum	7
		Summer Sessions	6
		Grading & Exams	5
		Facilities	3
		Graduation Requirements	3
		Library	3
		Prof. & Tech. Ed.	3
		Admissions	2
		Faculty	2
		Independent Study	2
		Student Character	2
		Teaching Methods	2
Non-Southern Institutions	17	Curriculum	3
		Articulation	2
		Faculty	2
		Grading & Exams	2
		Institutional Purposes	2
		Liberal-Gen'l. Ed.	2
		Teaching Methods	2

C. By Type of Financial Support:

State Supported	33	Curriculum	7
		Grading & Exams	6
		Graduation Requirements	4
		Summer Sessions	4
		Faculty	3
		Student Character.	3
		Independent Study	2
		Liberal-Gen'l. Ed.	2
		Prof. & Tech. Ed.	2
		Teaching Methods	2
Non-State Supported	18	Curriculum	3
		Facilities	3
		Summer Sessions	3
		Institutional Purposes	2
		Library	2
		Prof. & Tech. Ed.	2
		Teaching Methods	2

Thus it appears that the Dean of Faculty, as a requester of studies, is most active in southern, state supported institutions enrolling 10,000 to 19,999 students. It also appears that his greatest need for studies has been in the areas of Curriculum, Summer Sessions, and Grading and Examinations.

The Deans of Arts and Sciences requested even fewer studies than the Deans of Faculty. For the total group of 51 institutions, 8 were requested in the area of Independent Study, as reported in Table XXV.

TABLE XXV. NUMBER OF STUDIES REPORTED AS REQUESTED BY THE DEAN OF ARTS AND SCIENCES

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No. of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration																																					
Admissions																																					
Alumni																			1	0	1				1	0	1		1	0	1				1	0	1
Articulation																																					
Curriculum										0	2	2				0	2	2											0	2	2				0	2	2
Extension										0	1	1				0	1	1											0	1	1				0	1	1
Extracurricular																																					
Facilities																																					
Faculty																																					
Finance																																					
Grading & Exams										0	1	1				0	1	1											0	1	1				0	1	1
Graduate Education																																					
Grad. Requirements										1	0	1				1	0	1											1	0	1				1	0	1
Independent Study										1	1	2	1	0	1	2	1	3	2	0	2	1	0	1	3	0	3	2	3	1	4	4	0	4	7	1	8
Institu. Purposes																																					
Liberal-General Ed										0	2	2	0	1	1	0	3	3				1	0	1	1	0	1	1	0	2	2	2	1	3	2	3	5
Library																																					
Prof. & Tech. Ed.										1	0	1				1	0	1											1	0	1				1	0	1
Self-Studies																																					
Stdt.Charactrstics										0	1	1	0	1	1	0	2	2											0	1	1	0	1	1	0	2	2
Summer Sessions										0	1	1				0	1	1											0	1	1				0	1	1
Teaching Methods										0	1	1				0	1	1											0	1	1				0	1	1
Work-Study																						1	0	1	1	0	1					1	0	1	1	0	1
Other Studies																																					

* S - state
N - non-state

Five were requested in the area of Liberal-General Education and 2 each in the areas of Curriculum and Student Characteristics. While the 8 studies were evenly divided between southern and non-southern institutions, 7 were requested in state supported institutions. Differences in size of institutions did not appear important except that no study in any area had been requested by this officer in the smallest institutions. The 5 studies in Liberal-General Education also were fairly evenly divided among the various categories of institution.

The Graduate Dean (see Table XXVI) appeared to enter the field of study requesters with somewhat more vigor. However, the studies requested were in only 6 of the research areas. Fifteen of the 51 institutions reported that he requested studies in the area of Graduate Education. Again the 6 smallest institutions (woman's colleges) indicated no activity of this sort, but the other categories of size, location, and type of financial support were about evenly represented.

It is not inconceivable that the governing body of the faculty (faculty council) would occasionally request that studies in certain areas be made. Questionnaire respondents were therefore asked to indicate the extent to which this was so, the results appearing in Table XXVII. The largest number of requests for studies was in the area of Curriculum.

TABLE XXVI. NUMBER OF STUDIES REPORTED AS REQUESTED BY THE GRADUATE DEAN

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration																																					
Admissions																			1	0	1				1	0	1		1	0	1				1	0	1
Alumni																																					
Articulation																																					
Curriculum																																					
Extension										1	0	1				1	0	1											1	0	1				1	0	1
Extracurricular																																					
Facilities																																					
Faculty																																					
Finance																																					
Grading & Exams																																					
Graduate Education										4	4	8	1	1	2	5	5	10	2	1	3				2	1	3	2	6	5	11	3	1	4	9	6	15
Grad. Requirements										1	1	2				1	1	2											1	1	2				1	1	2
Independent Study																																					
Institu. Purposes																																					
Liberal-General Ed																																					
Library										0	1	1				0	1	1											0	1	1				0	1	1
Prof. & Tech. Ed.																																					
Self-Studies																																					
Stdt.Charactrstics																																					
Summer Sessions										1	0	1				1	0	1											1	0	1				1	0	1
Teaching Methods																																					
Work-Study																																					
Other Studies																																					

* S - state
N - non-state

TABLE XXVII. NUMBER OF STUDIES REPORTED AS REQUESTED BY THE FACULTY COUNCIL

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No. of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration																																					
Admissions				0	1	1	0	1	1	1	0	1				1	0	1											1	0	1	0	1	1	1	1	2
Alumni																																					
Articulation										1	0	1				1	0	1											1	0	1				1	0	1
Curriculum										2	1	3				2	1	3	2	0	2	1	0	1	3	0	3	1	4	1	5	2	0	2	6	1	7
Extension																																					
Extracurricular										0	1	1	1	0	1	1	1	2										2	0	1	1	3	0	3	3	1	4
Facilities																																					
Faculty										1	2	3				1	2	3	1	0	1	1	0	1	2	0	2	1	2	2	4	2	0	2	4	2	6
Finance																																					
Grading & Exams										4	1	5				4	1	5											4	1	5				4	1	5
Graduate Education																																					
Grad. Requirements										2	1	3				2	1	3				1	0	1	1	0	1	1	2	1	3	2	0	2	4	1	5
Independent Study										0	1	1	0	1	1	0	2	2	1	0	1				1	0	1		1	1	2	0	1	1	1	2	3
Institu. Purposes																			1	0	1				1	0	1		1	0	1				1	0	1
Liberal-General Ed										0	1	1				0	1	1											0	1	1				0	1	1
Library																																					
Prof. & Tech. Ed.																																					
Self-Studies																			1	0	1				1	0	1		1	0	1				1	0	1
Stdt.Charactrstics										2	0	2				2	0	2											2	0	2				2	0	2
Summer Sessions																																					
Teaching Methods										1	0	1				1	0	1	0	1	1				0	1	1		1	1	2				1	1	2
Work-Study																			1	0	1				1	0	1		1	0	1				1	0	1
Other Studies																																					

* S - state
N - non-state

Seven out of 51 institutions indicated this area. Next were studies of Faculty Characteristics with 6, followed by studies of Grading and Examinations, and Graduation Requirements with 5 each. Extracurricular Activities was named 4 times, and Independent Studies 3 times. Eight other areas were named 1 or 2 times. Differences among institutions by size, location, or type of support were slight. Except for one study in Admissions, the smallest institutions were again lacking in studies requested by the Faculty Council.

Questionnaire respondents were asked to indicate in which areas the studies made had been self-initiated. Table XXVIII data indicate 15 out of 51 institutions reported such to be the case in studies of Admissions. Next in frequency were Grading and Examinations studies with 12, and studies of Articulation and Student Characteristics with 11 each. At least one out of 51 institutions reported a self-initiated study in each area. Differences in the number of areas reported by 25% or more of the institutions by size, location, and support are as follows:

A. By Size of Institution:

Enrollment	Total No. of Institutions	Category	No. Inst. Reported
1,250 - 2,500 (Woman's Colleges)	6	None	0

TABLE XXVIII. NUMBER OF STUDIES REPORTED AS SELF-INITIATED

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No. of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration																												1				1	0	1	1	0	1
Admissions	1	0	1				1	0	1	6	3	9	1	0	1	7	3	10				1	0	1	1	0	1	3	7	3	10	5	0	5	12	3	15
Alumni										1	3	4	0	1	1	1	4	5	0	1	1				0	1	1		1	4	5	0	1	1	1	5	6
Articulation	1	0	1				1	0	1	4	1	5				4	1	5				1	0	1	1	0	1	4	5	1	6	5	0	5	10	1	11
Curriculum																						0	1	1	0	1	1					0	1	1	0	1	1
Extension										3	0	3				3	0	3	0	1	1	0	1	1	0	2	2		3	1	4	0	1	1	3	2	5
Extracurricular										0	1	1				0	1	1	0	1	1				0	1	1		0	2	2				0	2	2
Facilities				0	1	1	0	1	1	1	0	1				1	0	1	0	1	1	0	1	1	0	2	2		1	1	2	0	2	2	1	3	4
Faculty										1	0	1				1	0	1				0	1	1	0	1	1		1	0	1	0	1	1	1	1	2
Finance										1	0	1				1	0	1											1	0	1				1	0	1
Grading & Exams										5	2	7	1	0	1	6	2	8	0	1	1				0	1	1	3	5	3	8	4	0	4	9	3	12
Graduate Education										0	1	1				0	1	1				0	1	1	0	1	1		0	1	1	0	1	1	0	2	2
Grad. Requirements										2	2	4				2	2	4	0	1	1				0	1	1		2	3	5				2	3	5
Independent Study										0	2	2				0	2	2				0	1	1	0	1	1	1	0	2	2	1	1	2	1	3	4
Institu. Purposes										1	2	3				1	2	3	0	1	1				0	1	1	1	1	3	4	1	0	1	2	3	5
Liberal-General Ed																												1				1	0	1	1	0	1
Library										0	1	1	0	1	1	0	2	2	0	1	1				0	1	1		0	2	2	0	1	1	0	3	3
Prof. & Tech. Ed.																												2				2	0	2	2	0	2
Self-Studies										3	1	4				3	1	4	0	1	1				0	1	1	3	3	2	5	3	0	3	6	2	8
Stdt. Charactrstics	1	0	1				1	0	1	3	2	5				3	2	5	1	1	2	0	1	1	1	2	3	2	5	3	8	2	1	3	7	4	11
Summer Sessions										2	1	3				2	1	3	0	1	1				0	1	1		2	2	4				2	2	4
Teaching Methods										1	1	2				1	1	2											1	1	2				1	1	2
Work-Study													0	1	1	0	1	1										2				2	1	3	2	1	3
Other Studies										1	0	1				1	0	1											1	0	1				1	0	1

* S - state
N - non-state

Enrollment	Total No. of Institutions	Category	No. Inst. Reported
5,000 - 9,999	29	Admissions	10
		Grading & Exams	8
10,000 - 19,999	10	Student Character.	3
20,000 and over	6	Articulation	4
		Admissions	3
		Grading & Exams	3
		Self-Studies	3
		Prof. & Tech. Ed.	2
		Student Character.	2
		Work-Study	2

B. By Geographical Location:

Southern Institutions	34	Admissions	10
Non-Southern "	17	Admissions	5
		Articulation	5

C. By Type of Financial Support:

State Supported	33	Admissions	12
		Articulation	10
		Grading & Exams	9
Non-State Supported	18	Alumni	5

Again, the data suggest that size of institution was a more important factor in determining the frequency with which studies were self-initiated than was location or type of financial support for the institution. Of interest also is the fact that Admissions was one of the most frequently reported areas in which studies were self-initiated. Of the

8 possible sub-heads of the categories listed above, studies in this area were listed in 5 of them, always in first or second place in frequency. It may be somewhat of a surprise that studies in this area have been left even this frequently to the initiative of the Admissions and/or Registration Office.

In order not to omit any possible study-requester, a category of "other" was included on the questionnaire. Respondents indicated (see Table XXIX) a maximum of 11 studies in the area of Alumni, with 8 studies of Extracurricular Activities as next most frequently indicated. Seven were requested for the Summer Sessions, and 5 for Independent Study. Differences in frequencies when the data are examined by size, location, or type of financial support of the institution do not appear to be great enough to merit further exposition in this document.

It did seem worthwhile, however, to examine the questionnaire responses to note those instances where two or more offices had been indicated as requesting studies in each of the areas. Table XXX was developed for this purpose, and it revealed at least one institution reporting this situation for each of the 23 areas. Most frequently mentioned were 3 areas with 14 institutions for each, namely: Admissions, Institutional Purposes (Planning and Enrollment Forecasts), and Student

TABLE XXIX. NUMBER OF STUDIES REPORTED AS REQUESTED BY "OTHERS"

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration										1	0	1				1	0	1											1	0	1				1	0	1
Admissions										1	2	3				1	2	3				0	1	1	0	1	1		1	2	3	0	1	1	1	3	4
Alumni	1	0	1				1	0	1	2	3	5				2	3	5	2	0	2	1	1	2	3	1	4	1	5	3	8	2	1	3	7	4	11
Articulation										0	1	1				0	1	1											0	1	1				0	1	1
Curriculum										0	1	1				0	1	1										2	0	1	1	2	0	2	2	1	3
Extension										1	1	2				1	1	2	1	0	1				1	0	1	1	2	1	3	1	0	1	3	1	4
Extracurricular										5	0	5				5	0	5	1	0	1	1	0	1	2	0	2	1	6	0	6	2	0	2	8	0	8
Facilities										2	0	2				2	0	2	1	0	1				1	0	1		3	0	3				3	0	3
Faculty										1	0	1				1	0	1											1	0	1				1	0	1
Finance										1	0	1	0	1	1	1	1	2	1	0	1				1	0	1		2	0	2	0	1	1	2	1	3
Grading & Exams																																					
Graduate Education																																					
Grad. Requirements										0	1	1				0	1	1	1	0	1	0	1	1	1	1	2	1	1	1	2	1	1	2	2	2	4
Independent Study										3	2	5				3	2	5											3	2	5				3	2	5
Institu. Purposes										1	0	1				1	0	1	1	0	1				1	0	1		2	0	2				2	0	2
Liberal-General Ed										1	0	1				1	0	1											1	0	1				1	0	1
Library										0	2	2				0	2	2	1	0	1				1	0	1		1	2	3				1	2	3
Prof. & Tech. Ed.																			0	1	1				0	1	1		0	1	1				0	1	1
Self-Studies										1	0	1				1	0	1											1	0	1				1	0	1
Stdt.Charactrstics										0	2	2				0	2	2											0	2	2				0	2	2
Summer Sessions										1	3	4				1	3	4				0	1	1	0	1	1	2	1	3	4	2	1	3	3	4	7
Teaching Methods										1	0	1				1	0	1	1	0	1				1	0	1		2	0	2				2	0	2
Work-Study										2	0	2				2	0	2											2	0	2				2	0	2
Other Studies										0	1	1				0	1	1											0	1	1				0	1	1

* S - state
N - non-state

TABLE XXX. NUMBER OF STUDIES REQUESTED BY TWO OR MORE OFFICES IN A GIVEN INSTITUTION

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M†	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration										2	1	3				2	1	3	1	0	1				1	0	1		3	1	4				3	1	4
Admissions										5	3	8				5	3	8	3	1	4				3	1	4	2	8	4	12	2	0	2	10	4	14
Alumni										3	1	4				3	1	4											3	1	4				3	1	4
Articulation										3	2	5				3	2	5	2	0	2				2	0	2		5	2	7				5	2	7
Curriculum										4	0	4				4	0	4	1	1	2	1	0	1	2	1	3		5	1	6	1	0	1	6	1	7
Extension										0	2	2				0	2	2	1	0	1				1	0	1		1	2	3				1	2	3
Extracurricular										4	2	6				4	2	6	1	0	1				1	0	1		5	2	7				5	2	7
Facilities										3	1	4				3	1	4				1	0	1	1	0	1	1	3	1	4	2	0	2	5	1	6
Faculty										2	3	5				2	3	5	1	1	2	1	0	1	2	1	3	2	3	4	7	3	0	3	6	4	10
Finance										2	1	3				2	1	3	1	0	1	1	0	1	2	0	2		3	1	4	1	0	1	4	1	5
Grading & Exams										3	3	6				3	3	6	1	0	1	1	0	1	2	0	2	1	4	3	7	2	0	2	6	3	9
Graduate Education										3	2	5				3	2	5	2	0	2	1	0	1	3	0	3		5	2	7	1	0	1	6	2	8
Grad. Requirements										5	3	8	0	1	1	5	4	9	2	0	2	1	0	1	3	0	3		7	3	10	1	1	2	8	4	12
Independent Study										2	1	3				2	1	3	1	0	1	1	0	1	2	0	2		3	1	4	1	0	1	4	1	5
Institu. Purposes										6	3	9				6	3	9	2	0	2	1	0	1	3	0	3	2	8	3	11	3	0	3	11	3	14
Liberal-General Ed										2	1	3				2	1	3	2	0	2				2	0	2		4	1	5				4	1	5
Library										2	1	3				2	1	3	1	0	1	1	0	1	2	0	2	1	3	1	4	2	0	2	5	1	6
Prof. & Tech. Ed.										3	1	4				3	1	4	2	0	2	1	0	1	3	0	3		5	1	6	1	0	1	6	1	7
Self-Studies										4	4	8				4	4	8	2	0	2	1	0	1	3	0	3	1	6	4	10	2	0	2	8	4	12
Stdt.Charactrstics										6	4	10				6	4	10	1	0	1	1	0	1	2	0	2	2	7	4	11	3	0	3	10	4	14
Summer Sessions										2	1	3				2	1	3	1	0	1	1	0	1	2	0	2	1	3	1	4	2	0	2	5	1	6
Teaching Methods										2	1	3				2	1	3				1	0	1	1	0	1		2	1	3	1	0	1	3	1	4
Work-Study										1	0	1				1	0	1											1	0	1				1	0	1
Other Studies																																					

* S - state
N - non-state

Characteristics. Next in frequency were 2 areas, Graduation Requirements and Self-Studies with 12 institutions for each. Studies of Faculty Characteristics were mentioned 10 times; Grading and Examinations, 9 times. The areas reported thusly by 25% or more of the institutions in each of 3 categories include:

A. By Size of Institution·

Enrollment	Total No. of Institutions	Category	No. Inst. Reported
1,250 - 2,500 (Woman's Colleges)	6	None	
5,000 - 9,999	29	Student Character.	10
		Graduation Requirements	9
		Institutional Purposes	9
		Admissions	8
10,000 - 19,999	10	Admissions	4
		Curriculum	3
		Faculty	3
		Graduate Education	3
		Graduation Requirements	3
		Institutional Purposes	3
		Prof. & Tech. Ed.	3
		Self-Studies	3
20,000 and over	6	Admissions	2
		Faculty Character.	2
		Institutional Purposes	2
		Stdt. Character.	2

B. By Geographical Location

Enrollment	Total No. of Institutions	Category	No. Inst. Reported
Southern Institutions	34	Admissions	12
		Institutional Purposes	11
		Stdt. Character	11
		Self-Studies	10
Non-Southern Institutions	17	None	

C. By Type of Financial Support:

State Supported	33	Institutional Purposes	11
		Admissions	10
		Stdt. Character	10
Non-State Supported	18	None	

The differences between size, location, and type of support seem to point to the larger, the southern, and the state supported institutions as places in which two or more offices requested studies in one of the 23 areas. While it might have proved to be an interesting inquiry, no attempt was made to determine whether one or more offices requested different studies in a given area, or whether two or more offices joined together in expressing a need for one study in a given area. The purpose here was only to indicate the areas of study in which any one institution might find a plurality of interest.

G.

How often are studies in the research areas produced?

Of great importance in developing a program for institutional study is determing how often a given study need be made. The experiences of the 51 institutions in this study were tapped in the hope that some light might be thrown on the subject. Provision was made on the questionnaire to indicate the following frequencies for completing studies in a given area:

a. One time
b. Annual
c. Quarterly
d. Monthly
e. Other

One-time only studies did not appear with great frequency; the most was 10 recorded in Table XXXI for studies of Curriculum and Facilities. Next in frequency were the 8 studies produced in the areas of Administration, Institutional Purposes (Planning and Enrollment Forecasts). Seven requests were made for one-time studies in the areas of Alumni, Graduate Education, and Independent Study.

Studies produced one-time only in 25% or more of the institutions classified by size, location, and type of financial support include:

TABLE XXXI. NUMBER OF STUDIES REPORTED AS PRODUCED ONE TIME ONLY

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No. of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration				0	1	1	0	1	1	3	0	3				3	0	3	2	0	2				2	0	2	2	5	0	5	2	1	3	7	1	8
Admissions										1	2	3				1	2	3										1	1	2	3	1	0	1	2	2	4
Alumni										2	2	4				2	2	4	2	0	2	1	0	1	3	0	3		4	2	6	1	0	1	5	2	7
Articulation				0	1	1	0	1	1	3	0	3				3	0	3	2	0	2				2	0	2		5	0	5	0	1	1	5	1	6
Curriculum										2	1	3				2	1	3	3	0	3	1	1	2	4	1	5	2	5	1	6	3	1	4	8	2	10
Extension																			1	0	1	1	0	1	2	0	2		1	0	1	1	0	1	2	0	2
Extracurricular										2	0	2				2	0	2	1	0	1	1	0	1	2	0	2	1	3	0	3	2	0	2	5	0	5
Facilities				0	1	1	0	1	1	3	2	5				3	2	5	2	0	2	1	0	1	3	0	3	1	5	2	7	2	1	3	7	3	10
Faculty				0	1	1	0	1	1	1	0	1				1	0	1	2	0	2	1	0	1	3	0	3	1	3	0	3	2	1	3	5	1	6
Finance										1	0	1				1	0	1	2	0	2				2	0	2		3	0	3				3	0	3
Grading & Exams										1	0	1				1	0	1	2	0	2				2	0	2		3	0	3				3	0	3
Graduate Education										2	0	2	1	0	1	3	0	3	2	0	2	1	0	1	3	0	3	1	4	0	4	3	0	3	7	0	7
Grad. Requirements										3	1	4				3	1	4	1	0	1	1	0	1	2	0	2		4	1	5	1	0	1	5	1	6
Independent Study										1	2	3				1	2	3	2	0	2	1	0	1	3	0	3	1	3	2	5	2	0	2	5	2	7
Institu. Purposes				0	1	1	0	1	1	5	0	5				5	0	5	2	0	2				2	0	2		7	0	7	0	1	1	7	1	8
Liberal-General Ed.				0	1	1	0	1	1	1	0	1				1	0	1	1	0	1				1	0	1		2	0	2	0	1	1	2	1	3
Library										0	1	1				0	1	1	1	0	1	1	0	1	2	0	2		1	1	2	1	0	1	2	1	3
Prof. & Tech. Ed.										1	1	2				1	1	2	1	0	1	1	0	1	2	0	2		2	1	3	1	0	1	3	1	4
Self-Studies										1	2	3				1	2	3	1	0	1				1	0	1		2	2	4				2	2	4
Stdt. Charactrstics.										2	0	2				2	0	2	1	0	1				1	0	1	1	3	0	3	1	0	1	4	0	4
Summer Sessions				0	1	1	0	1	1	0	1	1				0	1	1	1	0	1	1	0	1	2	0	2	1	1	1	2	2	1	3	3	2	5
Teaching Methods										2	0	2				2	0	2	1	0	1				1	0	1		3	0	3				3	0	3
Work-Study																			1	0	1				1	0	1		1	0	1				1	0	1
Other Studies										1	0	1				1	0	1											1	0	1				1	0	1

* S - state
N - non-state

A. By Size of Institution:

Enrollment	Total No. of Institutions	Category	No. Inst. Reported
1,250 - 2,500 (Woman's Colleges)	6	None	0
5,000 - 9,999	29	None	0
10,000 - 19,999	10	Curriculum	5
		Alumni	3
		Facilities	3
		Faculty	3
		Graduate Education	3
		Independent Study	3
20,000 and over	6	Administration	2
		Curriculum	2

B. By Geographical Location:

Southern Institutions	34	None	0
Non-Southern "	17	None	0

C. By Type of Financial Support:

State Supported	33	None	0
Non-State Supported	18	None	0

From the foregoing, it appears that study-making on a one-time only basis was not extensive. Where it did occur, it occurred in institutions of a particular size rather than in terms of location or type of support.

An analysis of data reported for studies being produced on an annual basis was made and included in Table XXXII. Judging from the frequency of studies reported, this seemed to be the most customary manner for studies to be produced. Twenty-five of the 51 institutions reported an annual study of Institutional Purposes (Planning and Enrollment Forecasts); 22 were reported for Summer Sessions; and 20 were indicated for Student Characteristics. In addition there were 18 reported for Finance, 15 for Facilities, and 14 for Faculty. Areas in which studies were made annually by 25% or more of the institutions cataloged by size, location, and type of support include:

A. By Size of Institution:

Enrollment	Total No. of Institutions	Category	No. Inst. Reported
1,250 - 2,500	6	Admissions	2
(Woman's Colleges)		Facilities	2
5,000 - 9,999	29	Institutional Purposes	15
		Summer Sessions	15
		Stdt. Character.	10
		Facilities	8
10,000 - 19,999	10	Admissions	6
		Stdt. Character.	6
		Extension	5
		Finance	5
		Institutional Purposes	5
		Summer Sessions	5
		Curriculum	4

TABLE XXXII. NUMBER OF STUDIES REPORTED AS PRODUCED ANNUALLY

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration	1	0	1				1	0	1	3	1	4				3	1	4	1	0	1	1	0	1	2	0	2	1	5	1	6	2	0	2	7	1	8
Admissions	1	0	1	0	1	1	1	1	2	5	1	6	1	0	1	6	1	7	3	0	3	2	1	3	5	1	6	4	9	1	10	7	2	9	16	3	19
Alumni										3	1	4	1	0	1	4	1	5	1	1	2	0	1	1	1	2	3		4	2	6	1	1	2	5	3	8
Articulation	1	0	1				1	0	1	3	2	5				3	2	5	1	0	1	1	0	1	2	0	2	4	5	2	7	5	0	5	10	2	12
Curriculum	1	0	1				1	0	1	1	2	3				1	2	3	2	1	3	1	0	1	3	1	4		4	3	7	1	0	1	5	3	8
Extension										1	2	3				1	2	3	3	0	3	1	1	2	4	1	5	1	4	2	6	2	1	3	6	3	9
Extracurricular										3	3	6				3	3	6	1	0	1				1	0	1	1	4	3	7	1	0	1	5	3	8
Facilities	1	0	1	0	1	1	1	1	2	4	3	7	1	0	1	5	3	8	1	1	2	1	0	1	2	1	3	2	6	4	10	4	1	5	10	5	15
Faculty										2	4	6	1	0	1	3	4	7	2	1	3	1	0	1	3	1	4	3	4	5	9	5	0	5	9	5	14
Finance				0	1	1	0	1	1	3	3	6	1	0	1	4	3	7	2	0	2	2	1	3	4	1	5	5	5	3	8	8	2	10	13	5	18
Grading & Exams										3	1	4	1	0	1	4	1	5	1	0	1	1	0	1	2	0	2	1	4	1	5	3	0	3	7	1	8
Graduate Education										3	3	6				3	3	6	0	1	1	0	1	1	0	2	2	1	3	4	7	1	1	2	4	5	9
Grad. Requirements										3	0	3				3	0	3	3	0	3	1	0	1	4	0	4	1	6	0	6	2	0	2	8	0	8
Independent Study										2	2	4				2	2	4	1	0	1	1	0	1	2	0	2	1	3	2	5	2	0	2	5	2	7
Institu. Purposes				0	1	1	0	1	1	7	7	14	1	0	1	8	7	15	2	1	3	1	1	2	3	2	5	4	9	8	17	6	2	8	15	10	25
Liberal-General Ed										1	1	2				1	1	2	0	1	1				0	1	1		1	2	3				1	2	3
Library										2	4	6				2	4	6	1	1	2	0	1	1	1	2	3	1	3	5	8	1	1	2	4	6	10
Prof. & Tech. Ed.										1	2	3				1	2	3	0	1	1	0	1	1	0	2	2		1	3	4	0	1	1	1	4	5
Self-Studies	1	0	1				1	0	1	4	1	5				4	1	5	1	0	1	1	0	1	2	0	2	1	6	1	7	2	0	2	8	1	9
Stdt.Charactrstics										5	4	9	1	0	1	6	4	10	3	1	4	1	1	2	4	2	6	4	8	5	13	6	1	7	14	6	20
Summer Sessions	1	0	1				1	0	1	8	6	14	1	0	1	9	6	15	3	1	4	0	1	1	3	2	5	1	12	7	19	2	1	3	14	8	22
Teaching Methods										2	1	3				2	1	3				1	0	1	1	0	1		2	1	3	1	0	1	3	1	4
Work-Study										1	0	1				1	0	1										1	1	0	1	1	0	1	2	0	2
Other Studies																																					

* S - state
  N - non-state

Enrollment	Total No. of Institutions	Category	No. Inst. Reported
		Faculty	4
		Graduation Requirements	4
		Alumni	3
		Facilities	3
		Library	3
20,000 and over	6	Finance	5
		Admissions	4
		Articulation	4
		Institutional Purposes	4
		Stdt. Character.	4
		Faculty	3
		Facilities	2
B. By Geographical Location:			
Southern Institutions	34	Summer Sessions	19
		Institutional Purposes	17
		Stdt. Character.	13
		Admissions	10
		Facilities	10
		Faculty	9
Non-Southern Institutions	17	Finance	10
		Admissions	9
		Institutional Purposes	8
		Stdt. Character.	7
		Articulation	5
		Facilities	5
		Faculty	5
C. By Type of Financial Support:			
State Supported	33	Admissions	16
		Institutional Purposes	15

Enrollment	Total No. of Institutions	Category	No. Inst. Reported
		Stdt. Character.	14
		Summer Sessions	14
		Finance	13
		Articulation	10
		Facilities	10
		Faculty	9
Non-State Supported	18	Institutional Purposes	10
		Summer Sessions	8
		Library	6
		Stdt. Character.	6
		Facilities	5
		Faculty	5
		Finance	5
		Graduate Education	5

One area of study, it will be noted, appears within each of the 8 sub-divisions of the 3 categories above; namely that of Facilities. The areas of Institutional Purposes (Planning and Enrollment Forecasts) and Student Characteristics appeared in 7 of the 8. Studies of Admissions and of Faculty Characteristics were in 6, and studies of Finance and Summer Sessions in 5. Articulation appeared 3 times, and the remaining areas once each. This persistence of the above areas through each of the categories suggests a basic group of studies which the institutions have found useful to have produced on an annual basis. They apparently provide information of importance in administrative decision-making.

Studies produced each quarter or semester can be equally significant in decision-making, but a quick glance at Table XXXIII indicates that fewer of them are made. Eleven of 51 institutions indicated that studies of Grading and Examinations were made each quarter or semester; 9 indicated such studies of Graduation Requirements. Six institutions reported Admissions studies completed on this schedule; 4 reported studies of Facilities. Studies of Grading and Examinations were the only ones reported by as many as 25% of the southern institutions and 25% of the non-state supported institutions. With this exception, the frequencies were fairly evenly distributed among the institutions by size, location, and type of support.

It was thought that possibly some institutions had found it advantageous to produce studies on a monthly basis. The largest number of such studies however, was 4 recorded in the area of Admissions. (See Table XXXIV.) Only 7 areas were cited for monthly studies at all. Beside Admissions, there were studies of Articulation, Extension, Finance, Grading and Examinations, Graduate Education, and Student Characteristics. All but Finance were mentioned only once; it was mentioned twice. One can hardly resist the temptation to speculate as to the content and utility of a monthly study in the area of Articulation and certain other of the above named areas. On the other hand, a

TABLE XXXIII. NUMBER OF STUDIES PRODUCED EACH QUARTER (OR EACH SEMESTER)

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration										0	1	1				0	1	1											0	1	1				0	1	1
Admissions										2	2	4				2	2	4	1	1	2				1	1	2		3	3	6				3	3	6
Alumni																																					
Articulation																												1				1	0	1	1	0	1
Curriculum										1	0	1				1	0	1											1	0	1				1	0	1
Extension										2	0	2				2	0	2	0	1	1				0	1	1		2	1	3				2	1	3
Extracurricular										1	0	1				1	0	1	0	1	1				0	1	1	1	1	1	2	1	0	1	2	1	3
Facilities										2	1	3	1	0	1	3	1	4											2	1	3	1	0	1	3	1	4
Faculty										1	0	1				1	0	1											1	0	1				1	0	1
Finance																																					
Grading & Exams	1	0	1				1	0	1	3	4	7				3	4	7	1	1	2				1	1	2	1	5	5	10	1	0	1	6	5	11
Graduate Education										2	1	3				2	1	3											2	1	3				2	1	3
Grad. Requirements	1	0	1				1	0	1	1	3	4	1	0	1	2	3	5	1	1	2				1	1	2	1	3	4	7	2	0	2	5	4	9
Independent Study	1	0	1				1	0	1	0	1	1	1	0	1	1	1	2	0	1	1				0	1	1		1	2	3	1	0	1	2	2	4
Institu. Purposes	1	0	1				1	0	1	0	1	1				0	1	1										1	1	1	2	1	0	1	2	1	3
Liberal-General																																					
Library																																					
Prof. & Tech. Ed.																																					
Self-Studies																			0	1	1				0	1	1		0	1	1				0	1	1
Stdt.Charactrstics	1	0	1				1	0	1	1	1	2				1	1	2											2	1	3				2	1	3
Summer Sessions										1	0	1				1	0	1											1	0	1				1	0	1
Teaching Methods																			0	1	1				0	1	1		0	1	1				0	1	1
Work-Study																																					
Other Studies																																					

* S - state
N - non-state

TABLE XXXIV. NUMBER OF STUDIES PRODUCED MONTHLY

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No.of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration																																					
Admissions										2	1	3				2	1	2										1	2	1	3	1	0	1	3	1	4
Alumni																																					
Articulation										1	0	1				1	0	1											1	0	1				1	0	1
Curriculum																																					
Extension										1	0	1				1	0	1											1	0	1				1	0	1
Extracurricular																																					
Facilities																																					
Faculty																																					
Finance										1	0	1				1	0	1	1	0	1				1	0	1		2	0	2				2	0	2
Grading & Exams										0	1	1				0	1	1											0	1	1				0	1	1
Graduate Education																												1				1	0	1	1	0	1
Grad. Requirements																																					
Independent Study																																					
Institu. Purposes																																					
Liberal-General Ed																																					
Library																																					
Prof. & Tech. Ed.																																					
Self-Studies																																					
Stdt.Charactrstics										0	1	1				0	1	1											0	1	1				0	1	1
Summer Sessions																																					
Teaching Methods																																					
Work-Study																																					
Other Studies																																					

* S - state
N - non-state

monthly summary of Admissions completed, withdrawn, and pending, and a monthly financial projection certainly could play an important role in institutional decision-making.

In order not to overlook an opportunity to determine at what other frequencies studies would need to be made in order to serve the best interests of the institution, questionnaire respondents were asked to indicate if there were studies prepared at "other" intervals. They also were asked to specify what that interval was. The results of this inquiry are reported in Table XXXV. "Other," it was found, meant studies made occasionally, on demand, as needed, twice a year, etc. Principal areas in which such studies were made include: Self-Studies, 13 of 51 institutions; Facilities with 11 institutions; Grading and Examinations and Student Characteristics, 10 institutions each; Faculty Characteristics, Graduate Education, and Graduation Requirements with 9 institutions each. The value of analyzing the data contained in the table for purposes of indicating differences among institutions by size, location, and type of support was not readily apparent, and therefore these analyses were not done.

TABLE XXXV. NUMBER OF STUDIES PRODUCED AT "OTHER" INTERVALS

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No. of Institutions	1	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Category																																					
Administration										1	3	4	0	1	1	1	4	5	1	0	1				1	0	1	1	2	3	5	1	1	2	3	4	7
Admissions										2	2	4	0	1	1	2	3	5	1	0	1				1	0	1		3	2	5	0	1	1	3	3	6
Alumni	1	0	1				1	0	1	2	2	4	0	1	1	2	3	5										1	3	2	5	1	1	2	4	3	7
Articulation										3	2	5	0	1	1	3	3	6	1	0	1				1	0	1		4	2	6	0	1	1	4	3	7
Curriculum										3	2	5	0	1	1	3	3	6										1	3	2	5	1	1	2	4	3	7
Extension										2	2	4				2	2	4	1	0	1				1	0	1	1	3	2	5	1	0	1	4	2	6
Extracurricular										2	2	4	0	1	1	2	3	5	1	0	1				1	0	1	1	3	2	5	1	1	2	4	3	7
Facilities										4	1	5	0	1	1	4	2	6	2	0	2	0	1	1	2	1	3	2	6	1	7	2	2	4	8	3	11
Faculty										3	2	5	0	1	1	3	3	6	1	0	1	0	1	1	1	1	2	1	4	2	6	1	2	3	5	4	9
Finance										3	2	5	0	1	1	3	3	6	1	0	1				1	0	1		4	2	6	0	1	1	4	3	7
Grading & Exams										5	1	6	0	1	1	5	2	7	1	0	1				1	0	1	2	6	1	7	2	1	3	8	2	10
Graduate Education										1	3	4	0	1	1	1	4	5	3	0	3				3	0	3	1	4	3	7	1	1	2	5	4	9
Grad. Requirements										2	2	4	0	1	1	2	3	5	1	0	1	0	1	1	1	1	2	2	3	2	5	2	2	4	5	4	9
Independent Study										1	2	3	0	1	1	1	3	4	2	0	2	0	1	1	2	1	3		3	2	5	0	2	2	3	4	7
Institu. Purposes										2	0	2	0	1	1	2	1	3	1	0	1				1	0	1		3	0	3	0	1	1	3	1	4
Liberal-General Ed										2	3	5	0	1	1	2	4	6	1	0	1				1	0	1	1	3	3	6	1	1	2	4	4	8
Library										2	1	3	0	1	1	2	2	4	1	0	1				1	0	1	1	3	1	4	1	1	2	4	2	6
Prof. & Tech. Ed.										2	2	4	0	1	1	2	3	5	1	0	1				1	0	1	2	3	2	5	2	1	3	5	3	8
Self-Studies										3	4	7	0	1	1	3	[illegible]	8	1	0	1	0	1	1	1	1	2	3	4	4	8	3	2	5	7	6	13
Stdt. Charactrstics										4	2	6	0	1	1	4	3	7	2	0	2				2	0	2	1	6	2	8	1	1	2	7	3	10
Summer Sessions										1	0	1				1	0	1	1	0	1				1	0	1	2	2	0	2	2	0	2	4	0	4
Teaching Methods										1	2	3	0	1	1	1	3	4	2	0	2				2	0	2	1	3	2	5	1	1	2	4	3	7
Work-Study										2	1	3	0	1	1	2	2	4	1	0	1				1	0	1	1	3	1	4	1	1	2	4	2	6
Other Studies																																					

* S - state
N - non-state

H.

> What are the prevalent patterns of organization to produce studies in the various institutions? Are there differences in these patterns which may be related to the size, location, or type of financial support of the institution?

From the foregoing analyses, one can discern what subjects are studied and a summary pattern or patterns for developing such studies. For example, the areas in which studies were most often reported include Admissions, Facilities, Grading and Examinations, Institutional Purposes (Planning and Enrollment Forecasts), and Student Characteristics. (See Table III.) The Registrar was most often involved in producing or helping produce studies of Admissions, Facilities, Grading and Examinations, Institutional Purposes (Planning and Enrollment Forecasts), and Student Characteristics. (See Table IX-A.) The President's office proved to be the most active in requesting that studies be made (Table XXIII.), but those which were self-initiated were also quite numerous (Table XXVIII.). Studies which were produced annually were more frequently reported than those produced each quarter, semester, or other interval.

While this analysis provides a hint as to the pattern for developing studies, it is not necessarily the pattern which would be found if the questionnaire data were analyzed for this specific purpose. Omitting the frequency with which the studies were made, the questionnaire responses therefore have been analyzed in terms of "Role of Registrar - Produced By - Requested By" responses taken as a unit. Those areas in which 2 or more responses were made in any one of these categories were omitted, thereby resulting in a different total number of questionnaires included in the analysis for each area. Table XXXVI contains the results of this analysis. The 5 most frequently reported patterns for study-making in all areas for all institutions are the following:

Pattern 1.	(h-c-a)	No part played by Registrar Produced by another administrative office Requested by President's office	39
2.	(c-a-g)	Prepared by Registrar Produced in his office Self-initiated	32
3.	(c-a-a)	Prepared by Registrar Produced in his office Requested by the President's office	25
4.	(e-c-a)	Registrar's records used Produced by another administrative office Requested by the President's office	18
5.	(h-c-b)	No part played by Registrar Produced by another administrative office Requested by the Dean of the Faculty	16

The most numerous areas in which the above patterns are reported include:

Pattern 1.	(h-c-a)	Finance 14, Administration 5, Alumni 4, and Library 4.
2.	(c-a-g)	Articulation 6, Admissions 5, Grading and Exams 4, Student Characteristics 3, and Self-Studies 3.

TABLE XXXVI. NUMBER OF STUDIES REPORTED FOR EACH OF THE TWENTY-FOUR MOST PREVALENT PATTERNS OF INSTITUTIONAL RESEARCH ORGANIZATION

Enrollment	1,250 - 2,500									5,000 - 9,999									10,000 - 19,999									20M+	Total								
Region	South			N-south			Total			South			N-south			Total			South			N-south			Total			N-s	South			N-south			Total		
Support *	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	N	T	S	S	N	T	S	N	T	S	N	T
No. of Institutions	[illegible]	0	1	0	5	5	1	5	6	17	9	26	1	2	3	18	11	29	6	1	7	2	1	3	8	2	10	6	24	10	34	9	8	17	33	18	51
Pattern																																					
1. A-c-a (See Key)										0	2	2	1	0	1	1	2	3	1	0	1	0	4	4	1	4	5	1	1	2	3	2	4	6	3	6	9
2. C-a-a	1	0	1				1	0	1	13	2	15				13	2	15	7	0	7				7	0	7	2	21	2	23	2	0	2	23	2	25
3. C-a-g	2	0	2	0	1	1	2	1	3	13	2	15				13	2	15	0	1	1	2	3	5	2	4	6	8	15	3	18	10	4	14	25	7	32
4. C-a-h										5	0	5				5	0	5				0	3	3	0	3	3		5	0	5	0	3	3	5	3	8
5. C-c-a										2	0	2				2	0	2	2	0	2				2	0	2	1	4	0	4	1	0	1	5	0	5
6. D-a-a				0	1	1	0	1	1	0	2	2				0	2	2	1	0	1				1	0	1	2	1	2	3	2	1	3	3	3	6
7. D-c-a										2	2	4				2	2	4	1	0	1	1	0	1	2	0	2	1	3	2	5	2	0	2	5	2	7
8. D-c-b	1	0	1	0	1	1	1	1	2	1	0	1	1	0	1	2	0	2	1	0	1				1	0	1		3	0	3	2	0	2	5	0	5
9. D-d-a										3	2	5				3	2	5				1	0	1	1	0	1	1	3	2	5	2	0	2	5	2	7
10. E-a-h										1	7	8				1	7	8											1	7	8				1	7	8
11. E-c-a										4	1	5	2	0	2	6	1	7	8	3	11				8	3	11		12	4	16	2	0	2	14	4	18
12. E-c-b	3	0	3	0	2	2	3	2	5										3	0	3				3	0	3		6	0	6	0	2	2	6	2	8
13. E-c-h										2	2	4				2	2	4	2	1	3				2	1	3		4	3	7				4	3	7
14. E-d-a																			5	0	5	1	0	1	6	0	6		5	0	5	1	0	1	6	0	6
15. E-d-e																			3	1	4				3	1	4	1	3	1	4	1	0	1	4	1	5
16. H-c-a	1	0	1	0	1	1	1	1	2	9	7	16	1	5	6	10	12	22	6	0	6	2	0	2	8	0	8	7	16	7	23	10	6	16	26	13	39
17. H-c-b	1	0	1	0	1	1	1	1	2	1	2	3				1	2	3	4	0	4				4	0	4	7	6	2	8	7	1	8	13	3	16
18. H-c-e				0	1	1	0	1	1	2	0	2				2	0	2	2	0	2				2	0	2		4	0	4	0	1	1	4	1	5
19. H-c-g										0	5	5	0	2	2	0	7	7	0	1	1				0	1	1	3	0	6	6	3	2	5	3	8	11
20. H-c-h										2	2	4	0	1	1	2	3	5	4	0	4				4	0	4	2	6	2	8	2	1	3	8	3	11
21. H-d-b										0	1	1	0	3	3	0	4	4	2	0	2				2	0	2		2	1	3	0	3	3	2	4	6
22. H-d-c										0	2	2	0	2	2	0	4	4				2	0	2	2	0	2		2	2	4	2	0	2	4	2	6
23. H-d-e										0	1	1	0	1	1	0	2	2	1	0	1	3	0	3	4	0	4	1	1	1	2	4	1	5	5	2	7
24. H-d-h										3	0	3				3	0	3	1	0	1	1	0	1	2	0	2		4	0	4	1	0	1	5	0	5

* S - state
N - non-state

TABLE XXXVI CONTINUED (KEY)

Pattern	Role of Registrar	Produced by:	Requested by:
1. A-c-a	No reports in this area	Another administrative office	President's office
2. C-a-a	Prepared by the Registrar	Registrar and/or Admissions Office	President's office
3. C-a-g	Prepared by the Registrar	Registrar and/or Admissions Office	Self-initiated
4. C-a-h	Prepared by the Registrar	Registrar and/or Admissions Office	Other
5. C-c-a	Prepared by the Registrar	Another administrative office	President's office
6. D-a-a	Planned or conducted with assistance of Registrar	Registrar and/or Admissions Office	President's office
7. D-c-a	Planned or conducted with assistance of Registrar	Another administrative office	President's office
8. D-c-b	Planned or conducted with assistance of Registrar	Another administrative office	Dean of the Faculty
9. D-d-a	Planned or conducted with assistance of Registrar	Administrative and/or faculty committee or faculty member	President's office
10. E-a-h	Registrar's records used	Registrar and/or Admissions Office	Other
11. E-c-a	Registrar's records used	Another administrative office	President's office
12. E-c-b	Registrar's records used	Another administrative office	Dean of the Faculty
13. E-c-h	Registrar's records used	Another administrative office	Other
14. E-d-a	Registrar's records used	Administrative and/or faculty committee or faculty member	President's office
15. E-d-e	Registrar's records used	Administrative and/or faculty committee or faculty member	Faculty Council
16. H-c-a	No part played by the Registrar	Another administrative office	President's office
17. H-c-b	No part played by the Registrar	Another administrative office	Dean of the Faculty
18. H-c-e	No part played by the Registrar	Another administrative office	Faculty Council
19. H-c-g	No part played by the Registrar	Another administrative office	Self-initiated
20. H-c-h	No part played by the Registrar	Another administrative office	Other
21. H-d-b	No part played by the Registrar	Administrative and/or faculty committee or faculty member	Dean of the Faculty
22. H-d-c	No part played by the Registrar	Administrative and/or faculty committee or faculty member	Dean of Arts and Sciences
23. H-d-e	No part played by the Registrar	Administrative and/or faculty committee or faculty member	Faculty Council
24. H-d-h	No part played by the Registrar	Administrative and/or faculty committee or faculty member	Other

3. (c-a-a) Institutional Purposes (Planning and Enrollment Forecasts) 8, Admissions 4.
4. (e-c-a) Finance 3, Student Characteristics 2, Summer Sessions 2.
5. (h-c-b) Curriculum 3, Professional & Technical Education 3.

Viewing the prevalent patterns by size of institution discloses some interesting differences. Two of the 6 smallest institutions (woman's colleges) record 5 studies using the Registrar's records, produced by another administrative office, at the request of the Dean of the Faculty (Pattern e-c-b). The areas involved were Articulation, Facilities, Graduation Requirements, Independent Study, and Self-Studies. While this was the prevalent pattern for producing the studies reported by the woman's colleges, it was reported only three other times for the remaining institutions.

For the institutions enrolling 5,000 - 9,999 students, the pattern most frequently shown was "No part played by the Registrar - Studies produced by another administrative office - Requested by the President," (h-c-a), recorded in 22 studies. Following this were two patterns reported for 15 institutions each. The first of these indicated that the study was prepared by the Registrar - produced in his office - and done at the request of the President (c-a-a); the second differed only in that the study was self-initiated (c-a-g). Principal areas of study reported for each of the three patterns include:

Pattern 1. (h-c-a) Administration 3, Alumni 4, Finance 5.
2. (c-a-a) Institutional Purposes 6, Graduation Requirements 2, Summer Sessions, 2.
3. (c-a-g) Admissions 3, Articulation 2, Institutional Purposes 2, Graduation Requirements 2, Student Characteristics 2, Grading and Examinations 2.

A different pattern was the principal one for institutions enrolling 10,000 - 19,999 students. This pattern indicated that studies were produced by another administrative office - using the Registrar's records - at the request of the President (e-c-a), and was utilized in 11 studies. Only 1 of the 23 areas contained as many as 2 studies compiled within this pattern, namely Summer Sessions. The remaining 9 studies were distributed one each among as many areas of study.

The largest institutions, enrolling 20,000 and over, reported 8 times the use of the pattern, prepared by the Registrar - produced in his office - on a self-initiated basis (c-a-g). Two other patterns were reported 7 times each. They were: no part played by Registrar - produced by another administrative office - at the President's request (h-c-a), and similarly - at the request of the Dean of Faculty (h-c-b). Studies most frequently reported by these institutions for each pattern include:

Pattern 1.	(c-a-g)	Articulation 2, Grading and Exams 2, Self-Studies 2.
2.	(h-c-a)	Finance 5.
3.	(h-c-b)	None reported more than once in any area.

Thus it evolves that institutions of different size make use of different ways in developing their institutional studies.

Pattern 1.	(e-c-b)	For the smallest institutions.
2.	(h-c-a)	For the 5,000 - 9,999 institutions.
3.	(e-c-a)	For the 10,000 - 19,999 institutions.
4.	(c-a-g)	For the largest institutions.

It is of interest to note that in the largest institutions, the studies initiated by the Registrar, and developed and produced by him appeared more prominently than it did in smaller institutions.

A comparison of southern institutions with non-southern ones reveals 2 patterns of equal frequency for the former, and a slightly different pair for the latter. Southern institutions reported 23 studies prepared by the Registrar - - produced in his office - at the President's request (c-a-a), . and the same number where no part was played by the Registrar - it was produced in another office - and requested by the President (h-c-a). Next in frequency were 18 studies which were prepared by the Registrar - produced by his office - and were self-initiated (c-a-g). Areas in which these three patterns were most frequently applied included:

Pattern 1. (c-a-a) Institutional Purposes 7, Admissions 3 Grading and Examinations 2.
2. (h-c-a) Finance 7, Administration 3, Alumni 3, Library, 3.
3. (c-a-g) Admissions 4, Articulation 3, Grading and Examinations 2, Institutional Purposes 2, Student Characteristics 2.

The non-southern institutions report as prevalent patterns h-c-a (no part played by Registrar - study produced in another administrative office - at the request of the President's office) in 16 cases, and c-a-g (produced by the Registrar - in his office - and self-initiated) in 14 cases. Areas in which these two patterns were most frequently attempted included:

Pattern 1. (h-c-a) Finance 7.
2. (c-a-g) Articulation 3, Grading and Examinations 2, Self-Studies 2.

The information obtained from this comparison suggests little difference between southern and non-southern institutions with regard to the role of the Registrar in study-making. The area in which the Registrar is most frequently not involved is that of Finance, and the areas in which he is most active are those of Institutional Purposes (Planning and Enrollment Forecasts) and Admissions. (Note: In the non-southern institutions the pattern d-a-g, Registrar planned or conducted the study - produced it in his office - on his own initiative, was the most prevalent pattern being reported by two such institutions.)

Looking at the differences in patterns for study-making which exist between state supported and non-state supported institutions, one notes what appears to be a clearer definition of patterns among the former. The state supported group indicate the following as being most prevalent:

Pattern 1. (h-c-a) No part played by the Registrar.
Study produced by another administrative office.
At the President's request.
2. (c-a-g) Prepared by the Registrar.
Produced in his office.
Upon his initiative.
3. (c-a-a) Prepared by the Registrar.
Produced in his office.
At the President's request.

These patterns were reported for 26, 25, and 23 studies respectively. Areas in which studies were produced most often under each area include the following:

Pattern 1. (h-c-a) Administration 3, Alumni 3, Extension 2, Facilities 2, Finance 10, Library 3.
2. (c-a-g) Admissions 4, Articulation 6, Grading and Examinations 4, Self-Studies 3, Student Characteristics 7.
3. (c-a-a) Admissions 4, Extension 2, Facilities 2, Grading and Examinations 2, Institutional Purposes (Planning and Enrollment Forecasts) 7, Summer Sessions 2.

The non-state supported institutions indicated the h-c-a pattern 13 times, the h-c-g pattern 8 times, and the c-a-g and e-a-h patterns 7 times each. Two of these have been described above, but pattern h-c-g is one indicating no part played by the Registrar in making the study - the study being produced in another administrative office - upon its own initiative. Pattern e-a-h describes study-making using the Registrar's records - producing it in his office - at the request of some office or agency other than one of the 7 indicated in the questionnaire. Areas in which studies have been produced in non-state supported institutions along the lines of these patterns include:

Pattern 1. (h-c-a) Administration 2, Finance 4.
2. (h-c-g) Alumni 4, Library 3.
3. (c-a-g) One each in several areas such as Admissions, Extension, Facilities, Institutional Purposes (Planning and Enrollment Forecasts), Student Characteristics.
4. (e-a-h) One each in several areas such as Admissions, Articulation, Graduation Requirements, etc.

Although there are some apparent differences in patterns of study-making between the two groups of institutions, these differences are not thought to be as great as those encountered in the analysis of patterns based upon size of institution. Where an examination of the data just presented is made one finds that, for all practical purposes related to the involvement of the Registrar, patterns h-c-a and h-c-g may be treated as one, and c-a-g, c-a-a, and e-a-h the same way. Having done this the areas of study most frequently reported for each pattern become:

	State		Non-state	
Pattern (h-c-a)(h-c-g)	Alumni		Alumni	
	Finance		Finance	
Pattern (c-a-g)(c-a-a) (e-a-h)	Admissions	8	Admissions	2
	Articulation	6	Student Characteristics	2
	Institutional Purposes	7		
	Grading & Exams	4		

Thus, in 7 areas, 3 are common to both state and non-state supported institutions in being most frequently reported.

In summary, it would appear that the examination of the 51 questionnaires to determine what, if any, pattern or patterns of organization are operative to produce institutional studies has revealed the following facts:

1. Definite patterns such as c-a-g, c-a-a, and h-c-a do exist among the institutions with more than one pattern existing within a given institution.

2. These patterns reveal the President's office as the chief "study requester;" however, a goodly amount of study-making was reported as "self-initiated," particularly by the Registrars in institutions enrolling 20,000 or more students.

3. Areas of study which commonly by-pass the Registrar's office following the h-c-a pattern are Finance, Alumni, Administration, and Library.

4. Areas of study which commonly involve the Registrar's office following the c-a-a, c-a-g, or closely related patterns include Admissions, Institutional Purposes (Planning and Enrollment Forecasts), Articulation, and Grading and Examinations.

5. Differences in patterns of organization for study-making due to location of institution (southern vs. non-southern) or type of financial support (state vs. non-state support) are not thought to be significant.

6. Differences in patterns of organization due to size of institution appear to be significant in three ways. The larger institutions tend to:

   a. Produce more studies.
   b. Utilize more patterns to produce them.
   c. Have Registrar's exercising more initiative in study-making even though study-making may also be under way in numerous other offices or bureaus of institutional research on-campus.

1.

Some Problem Areas

From the data presented in this chapter, it can be seen that for Registrars generally, the creation, preservation, and dissemination of students' scholastic records, while basic to their work, is only part of it. Research-minded onlookers who would be concerned that valuable data collected by the Registrar is not available for study purposes can take some measure of comfort from the findings of this study. Not only are the data available for those who have a right to use it, but also the

Registrars themselves are quite often the initiators of valuable institutional studies. In looking at the role of the Registrar in institutional research, and by now it should be clear that he has a role, one must take into account some of the practical obstacles which he must overcome in order to do more along these lines.

1. In the smaller institutions the Registrar may be deeper into the details of grade gathering, posting, and reporting than elsewhere, and lack sufficient time to demonstrate much initiative in institutional research.

2. Registrars in general may need to enlarge their conceptions of the scope of institutional research, and the importance of their role in it regardless of institutional arrangements for its accomplishment.

3. There is a need for clearer definitions of terms related to institutional research and a better understanding of the terms by all concerned.

4. Registrars may be able to contribute a lot more to this type of work if it can be budgeted in such a way as not to compete with the other activities of their offices for the additional support needed to meet the ever increasing demands for service.

5. The variety of normal registrar responsibilities can make the sustained concentration needed for developing and carrying through to completion a broad-gauge institutional research program difficult if not impossible.

6. The great variety of academic backgrounds of those becoming Registrars yield varying orientations toward research, and can affect the development of the program on any campus.

7. Recruiting, training, and supervising additional staff for research positions can increase the Registrars work load excessively.

8. The Registrar is frequently responsible to a person other than the one who best can use the information he is able to provide. Thus, adherence to normal channels of communications can actually impede the development of the research program.

9. Basic documents retained by the Registrar's office may not be designed or filed in such a way as to promote their use for research purposes.

It is possible to think of institutional research as being accomplished by at least two types of people: the catalyst who goes about stirring up concern for research problems among faculty, and the "arm of management" who reports to the President data relevant to the allocation of institutional resources. If the question were asked, which role can the Registrar best play, the answer would be difficult. Already the Registrar fulfills the "arm of management" role, sometimes alone, and sometimes in cooperation with a Bureau of Institutional Research or other office. Although this study was not designed to examine how the Registrar serves as a catalyst for institutional research among faculty, there were occasional intimations that the role was not foreign to him. This was noted particularly among the responses obtained from Registrars in the largest institutions. In the development of certain kinds of research problems, the Registrar can be very effective in this role. In general, however, the Registrar's commitment to details and deadlines is more apt to remain intact if he can avoid the kinds of delay which are encountered while those who are being "stirred up" develop sufficient knowledge about the subject to arrive at a workable plan of action. Let it be said, nevertheless, that to produce results in certain areas of study, the Registrar must be a "catalyst." In other areas he can be the "arm of management" with great success. To be totally effective in institutional research he must be capable of fulfilling both roles and of discerning which is needed at the proper moment. Perhaps it is sufficient for now to recognize that the Registrars' contributions to the welfare of their institutions through institutional research have been great, and that the opportunity to do even more will continue to exist. The ever-increasing number of outside agencies requiring an ever-increasing number of studies on a recurring basis should be evidence enough of the need for Registrars who are in a position to do so, to render even more effective service to their institutions through further development of, and cooperation with, existing institutional research programs.

CHAPTER III

INTERVIEW IMPRESSIONS

Eight colleges and universities were visited during the course of the study[1]. Questionnaire responses from six of the eight also were received. The purposes of the visits included opportunity to:

1) see a variety of institutional research organizations in operation.

2) obtain comments and ideas from the "consumers" of institutional studies as well as the "doers."

3) provide a means for comparing questionnaire responses from Registrars with situations observed at first hand.

4) note equipment, staff, and facilities utilized to conduct institutional study programs on a continuing basis.

5) gather ideas related to types of study undertaken, format for reports of such studies, and the distribution of same.

These visits were made from October, 1958, through January, 1959 with usually one and one-half or two days spent at each institution. Initial contacts were made by letter with Directors of Institutional Research, Graduate Deans, or others known to be involved in the institution's total research programs. Usually the greater part of the time was spent with the person initially contacted, followed by interviews with Vice-Presidents, academic, graduate, and student personnel deans,

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1. The institutions have not been identified in this document by name. This procedure is followed in order to preserve anonymity of statements made by several of the people visited.

Registrars, and Registrar's assistants. In all, interviews were held with 46 people. Notes were made during the interviews and a total report compiled at the conclusion of each institutional visit. It is from these reports that information relative to the above five points has been gleaned.

A.

Three Institutions Without Separate Institutional Research Offices

Three of the eight institutions did not have separate bureaus or offices of institutional research established to conduct "operational" studies. The organizations which did exist and the types of study accomplished, however, are worthy of note.

At institution 3, enrolling over 9,000 students, institutional research stems primarily from four sources. First, there is the Committee of Fifteen, created in 1953, and presently headed by the Chairman of the Department of History. Its members are faculty and administrative personnel appointed for three-year terms. In recent years it has conducted an institutional self-study, and developed studies on faculty promotions, enrollment projections, library services, statutory provisions with regard to salaries, institutional functions and objectives, appropriations requests, extension, and curriculum. The reports of these studies are forwarded to the president, board of trustees, or faculty, depending upon the subject covered. A second committee, known simply as the Research Committee, administers an annual legislative grant of $20,000 for use of individual professors who have research projects which they would like to complete. These projects, however, are usually related to the professor's teaching field. A third group is the Research Foundation which serves as a "holding company" for contract research funds allocated by industry for work at the university. Its director plus two other university officials serve as its governing board, and it serves to bring together representatives of industry and those faculty members who are willing and competent to conduct research on a contract basis for the various firms. Finally, there are studies made by the Vice-President, a former university Registrar. Such efforts as undertaken by his office have included studies of space utilization, and the bringing in of outside consultants on planning for the university. In addition to these four sources, the individual schools and departments also do various kinds of experimentation. For example, the College of Education and the College of Arts and Sciences have conducted studies on methods of teaching various subjects. In former years, the Registrar's office has been a center for institutional research, but rapid turnover in that position during the past six or seven years has tended to diminish the research efforts of that office. The present incumbent, however, has appropriate training and interest to re-enter this sphere of activity. The University Testing Service which is a section in his office, already has completed several studies basic to admissions policies.

This program for institutional research with its high degree of decentralization was characterized by one university official as having a few weaknesses:

> 1) that there is lack of sufficient automation (the IBM department is relatively new) in providing timely data needed in order to produce studies on the basis of current information.
>
> 2) that the institution was not concerned with its own problems, that it was too much inclined to study the problems of other institutions, or the public schools, for example.
>
> 3) that there is, at present, no one office to coordinate the research efforts of the institution, and this of, course, can result in an overlapping of research projects with the added liability of requiring one or more offices to cast up similar data several times when once would be sufficient if there were good coordination.

In spite of this high degree of decentralization, however, a good quantity of institutional research has been produced and the administration apparently is well-sensitized to the importance of this kind of activity.

Institution 4, enrolling 10,500 students, had a Bureau of Institutional Research prior to World War II. It had come into existence as an arm of the President's office, but, with personnel changes yielding directors with varying degrees of interest in and competence for the work, it had successively found its way into the College of Education, the office of the university dean, and since 1950 has been a section of the Registrar's office. With two assistant Registrars assuming responsibility for admissions and registration, respectively, the Registrar is actively engaged in conducting institutional research. There is currently an unfilled position in the office for this work which the present Registrar formerly held, but no definite plans were underway to fill it when the visit was made. This Registrar reports to the university dean and works closely with him and with the administrative dean who handles financial affairs. The institutional research output seems to be directed largely to the latter dean, but both deans and the Registrar work jointly in considering such major problems as budget making and program planning. This program has included studies of enrollments at the departmental level, with enrollment projections course by course for each department, statewide enrollment projections by county using survival ratios for the various classes in the public school system, statewide surveys of graduating high school seniors to determine intentions to pursue higher education, and grade distribution surveys with breakdowns for individual departments sent to them for their study. A complete IBM section used jointly by the Registrar and the business office is utilized in making the studies.

Experimentation with teaching methods has been undertaken at this institution by some departments. Likewise, the graduate school office has produced some studies on student characteristics and graduate admissions criteria. Both the university and administrative deans expressed satisfaction with the total program, and it seemed clear that the type of research being done by the Registrar was finding its way into the decision-making machinery with a telling regularity. The administrative dean felt that the university accounting system is one of the best, due in part to the institutional research activity. It was further thought that institutional research is best located in the Registrar's office because the Registrar is in a position which makes possible a higher degree of rapport with department heads and faculty than might be the case elsewhere. Oddly enough, however, it was later learned that one department head had, after appropriate consultation with his colleagues, submitted recommendations to the deans concerning staff and course offerings only to learn for the first time that such recommendations would be checked against the Registrar's course enrollment projections before action would be taken. The fact that he had not known about the Registrar's studies in this area disturbed the department head greatly. Thus, it appears that while the Registrar may be in a favorable position to maintain rapport, 100% effectiveness is not always guaranteed.

Institution 6, enrolling over 7,000 students, approaches this work with a somewhat different organization. It does not have a punched card installation to support its institutional research activities. Aside from the semester reports of teaching load, class size, and grade distributions which are produced manually by the records office (this and one other institution were the only two out of eight with admissions offices separate from records), institutional research is carried on either by outside management surveys, by the State Board of Higher Education, by ad hoc faculty committees appointed by the chief executive, or by one of his cabinet of deans. Within this framework, studies have been made of the extension program, a self-study in the behavioural sciences, the development of a new division, and a study of graduate fellowship applicants. Space utilization was studied by three different outside firms, but was also dealt with by a four-member space allocation committee. A cost per credit-hour study is completed each semester with data obtained from the records office. Under way is a study of admissions policies, experimentation with curricular offerings for gifted students, and with courses for graduate credit by television.

Problems which were noted as possible under this system included:

1) the possibility of frequent repetition of essentially the same data gathering operation.

2) the stimulus to institutional study may diminish as the administrators become better acquainted with the problems they confront.

3) in order to assure confidence among various faculty members it is necessary to hold committee meetings from time to time in order to come to decisions which are already fairly well-known in advance, resulting in an expenditure of faculty and administrative time somewhat in excess of that required merely to conduct the study.

4) without a central research organization, systematic dissemination of information about research activities and findings is not practiced.

5) faculty members are added to university staffs because they have a special competence in a particular field. When they are placed on committees operating in areas outside their fields, faculty study groups can actually delay normal administrative processes rather than aid them due to the time required to become acquainted with the new field.

6) a systematic continuing study of one problem is unlikely.

The strengths which seem to be in this system include:

1) providing faculty members an acquaintance with administrative problems and the assurance that an attempt to gather facts before decision-making is being undertaken.

2) faculty acquaintance with institutional study at the central administrative level can lead to desirable spontaneous self-study at the departmental and classroom level.

3) widespread faculty participation in institutional study can facilitate acceptance and implementation of the findings of a study.

Further impressions suggested by the visits to these three institutions include:

1) In spite of the lack of a separate office for institutional research, studies needed for long-range planning were being made.

2) The Registrar was more deeply involved in institutional research activities in the two institutions where:

    a) admissions and records were combined under his supervision.

    b) an IBM punched card and machines installation was available.

    c) his office was responsible to the Academic rather than to the Student Personnel division of the institution. (Note: this impression would be subject to question as a general statement since in recent years student personnel divisions have been notable for the amount of research activity which they have undertaken.)

3) Participation by the general faculty ranged from little at institution 4, to moderate at institution 3, to extensive at institution 6. Yet neither the quality of the output nor the rate of implementation of the results is known to be greater or less due to this factor.

4) Two of the three institutions could be characterized by the paucity of studies published in mimeograph or other form which were offered for distribution and scrutiny.

5) All three were state supported institutions enrolling between 7,000 and 10,500 students, but there appeared to be marked differences in the concern about "cost of instruction" studies. The institution centering its research in the Registrar's office seemed to have done much more in this area than had the others.

B.

Four Institutions with Separate Institutional Research Offices

The four institutions in this study which have separate Offices of Institutional Research ranged in size from 10,000 to almost 36,000. There are features common to the total group, yet there exists some differences which should become evident.

Institution 1, enrolling nearly 10,000 students, has a Director of Institutional Research responsible directly to the President. His staff includes an assistant, a secretary, and a graduate assistant. In addition to studies requested by the President, the director each year obtains from deans and department heads suggestions for kinds of studies which would be helpful to them. After consolidating this listing of proposed studies, the director and the President establish "priorities" on the completion of the studies. It is thought desirable to have at least two studies underway simultaneously in that delays in obtaining information are often encountered, and not to have another study to turn to while waiting could prove wasteful of staff time and energy. Material for the studies is obtained from the office of the Registrar, university personnel records, the business manager, the vice-president, other institutions, students, former students, and high school students where necessary. In its publications of services and materials which it offers are included services of eight types:

1. Services to the President's Office
2. Services to the Office of the Dean of Faculty and to the Council of Academic Deans
3. Services to the Faculty
4. Services to Graduate Students
5. Services related to Major Research Projects
6. Services in the Form of Institutional Research which it has initiated
7. Services in the Form of Publications in Higher Education

8. Services to State Agencies and the Public Schools of the State

One hundred fifty-one studies completed sometime in the past ten years are listed in one of the following categories:

1. Class Size Analyses
2. State Council for the study of higher education
3. Curriculum Studies
4. Enrollment Studies
5. Grading Practices Studies
6. Instructional Staff Studies
7. Miscellaneous Studies
8. Salary Studies
9. Space Inventories and Space Utilization
10. Student Ability Studies
11. Student Background Studies
12. Student Cost Studies
13. Student Progress Studies
14. Teaching Load Studies

In addition, there have been 21 publications in books and periodicals such as Journal of Higher Education, Journal of the (State's) Education Association, Higher Education, Junior College Journal, College and University Bulletin, and College and University Business.

The activity of this facility over the years has obviously been quite extensive. It was surprising to find, therefore, that instructional cost studies were not also included in this office's list of on-going activities. Such studies are done, but they are done by an assistant to the Dean of Faculties who formerly worked in the Office of the Business Manager. Although the opportunity to perform this kind of research was available to the office of institutional research, its director felt that, once undertaken, such studies could preempt the time of the staff to such an extent that it would become impossible to do other kinds of institutional study.

Including the director, ten key people at this institution were interviewed for the purpose of determining their relationship to the institutional research office. Many were "consumers" of research, the remainder were "suppliers" of data. The consumers were quite favorably disposed toward the office, and the suppliers equally so. The Registrar, whose office, according to the organizational chart, reports to the Dean of Students, figures significantly as a supplier. With a complete IBM machines section at his disposal, he is able to provide data in summary form which is essential to the institutional research operation. Having such an operation provides him with an office which not only performs the research normally accruing to his position, but also undertakes to answer the numerous questionnaires which every Registrar receives. The relationship between the two offices, therefore, appears to be one of mutual support and appreciation leading to effective performance on the part of each.

Institution 2, enrolling over 26,000 students, has had a Bureau of Institutional Research since the early thirties. The office began in response to the need of the legislature for information about the university. The staff today consists of the director, the assistant director, and a staff associate who is an accountant. In addition, there are five or six secretarial personnel plus part-time help when needed. Its present director has held this position since 1945, and the associate director almost as long.

The Bureau is an arm of the Provost's Office, the Provost being its former director. It has its own operating budget plus free use of the university's IBM machines center. Its activities fall into one of three areas:

1) general research studies which are made on request of other offices, or the administration.

2) routine teaching load and cost of instruction studies which are produced for each fall semester and summer session.

3) planning for the future in terms of enrollment, courses, staff, facilities.

Although the design for each study must clear across the desk of the director, the routine studies are handled almost entirely by the assistant director. Emphasis, as far as the Bureau's efforts are concerned, is upon research related to staff and courses. It is not on student personnel, since research in that area is conducted in another office. The routine studies on load and cost are based upon a "statistical report" which is submitted by the instructor soon after registration, and a duplicate set of IBM course cards which is supplied by the Registrar's office. These course cards (one for each student in each class) serve to check on the enrollment information supplied by the instructors. Statistical reports are not now obtained for the professional colleges (medicine, nursing, pharmacy, and dentistry), due largely to the difficulty which always is inherent in trying to analyze teaching loads in these units.

In addition to the routine studies mentioned above, the Bureau has undertaken numerous other studies:

1) Estimates of finances, faculty, facilities needed to add senior college programs to the branch of the university located in a large nearby city.

2) Preparation of an inventory of all types of space units in all university buildings, showing dimensions, area, number of student stations, special equipment, type of use, and department to which it is assigned.

3) Extent of student traffic among all classroom buildings on the main campus during peak periods.

4) Extent of staff turnover in the university.

5) Analysis of educational functions of the state-supported institutions of higher learning in the state, and implications for development of comparable cost data.

Another study which has been completed by the Bureau over the years includes over eight thousand veterans. In 1945 it became necessary to consider the rate at which veterans of the state were being discharged from service in order to project and provide housing and staff as these G. I. 's entered or returned to college. The Bureau obtained from the Veterans Administration the number being discharged within each of three periods during the year, January, June, and September. By comparing these totals with the number of veterans registering in the university over a period of several semesters, it became possible to predict the number of veterans which would be enrolled at future times and to make appropriate plans for their coming. This procedure was continued throughout the Korean situation, and still is in effect.

A further study which has been undertaken on the initiative of the Bureau is that of the freshmen entering the university in 1950. This study is concerned with the persistence of those students in college, and with those who dropped out. From three follow-ups on the questionnaire sent these students, a 95% return had been obtained. The Office of Admissions and Records developed and submitted facts pertaining to the actual withdrawal and survival record of this class and some data pertaining to scholastic achievement which were needed for the study.

The Director, during the past three years, has been engaged in a special study with regard to medical training and facilities in the state. This study had already evolved many interesting ideas and includes studies concerned with population growth, migration of doctors, and projections of supply and demand of doctors and medical facilities by county for the entire state.

In order that the Director may have opportunities both to provide and obtain information and to discover where the Bureau can conduct special studies and render service to the university, he holds membership in a number of key committees and positions; for example he:

1) is a professor in the School of Education and currently teaches one or more courses each semester.

2) is a member of the University Senate.

3) is a member of the University's Budget Committee.

4) attends meetings of the University Council, the advisory body to the President.

5) attends meetings of the state's Joint Council of Higher Education.

6) serves as the University's representative to the state's Advisory Committee on Education.

7) sees the annual reports submitted to the President by various divisions of the University.

There once was an advisory committee to the Bureau made up of faculty and administrative personnel, but in 1945 this committee ceased to function.

Although the Bureau has over the years concerned itself with a wide variety of studies, it does not attempt to conduct or necessarily know about all of the studies relating to the operation of the university. The Office of Admissions and Records assumes a significant role in institutional research. The Dean of this office, who completed one of the questionnaires used in the study, attached a letter to his reply which states:

> "In every category (on the questionnaire) study is underway in some part or all of the University's three campuses. In many studies, the records of the Office of Admissions and Records are used. Quite frequently, personnel from the office are actively affiliated with the projection of the studies, and with their development."

Obviously, in an institution of this size it would be impractical to expect all studies to clear through one central office. It is sufficient to note that the Bureau, in over 25 years of continuous service, has rendered a real service to the university administration and to the state legislature; likewise, the administration has seen fit to base decision-making upon the facts which the Bureau provided.

Institution 5, enrolling over 36,000 students, was the largest one visited. Like the previous institution, it has had a Bureau of Institutional Research for well over 25 years. There are, however, some differences in the directions of growth between the two bureaus which should become apparent in the following paragraphs. Reporting to the Vice-President for Educational Affairs, the Bureau has also an advisory committee composed of members of the University Senate and administrative officers. It is the largest institutional research organization visited, comprising three major divisions: the Bureau of Educational Research, the Bureau of Institutional Research, and a new division which deals with administrative research. The President's Report for 1954-56 contains the following statement:

> "During the last half of the biennium, the possibility of the Bureau of Institutional Research taking on the additional function of administrative research was considered. Although the Bureau has traditionally avoided purely administrative research, projects such as the survey of physical education salaries . . .

> were sometimes carried out at the special request of the President's office. Because it seemed likely that the President's need for such research would increase, it appeared advisable to set up a formal research unit under the jurisdiction of the Bureau to perform such research - a unit which would not change or interfere in any way with the traditional research patterns of the Bureau. At the same time it was felt that improved coordination, efficiency, and continuity of administrative research would result if the activities were centralized."

Staffwise, the bureau is quite a large operation, numbering approximately 24 full-time and part-time people. This includes a Director of Educational Research, a Director of Institutional Research, an Associate Director for the administrative research section, numerous research fellows, research assistants, and secretarial personnel. The Office Supervisor in addition to her supervisory duties, maintains a library of research materials used by the staff, faculty, and graduate students. New facilities to house the entire office were under construction at the time of the visit, and, when completed, will provide arrangements designed to maximize utility.

The scope of research activity of the Bureau is so comprehensive as to make cataloging in this document impractical. During the past biennium, two major studies were completed: an extensive evaluation of the summer session program, and an exploratory study of factors influencing the choice of college teaching as a career. Underway was a study of attraction and retention of faculty at the university. In addition, the Bureau provided consultantship services to faculty members in constructing course examinations. Also, the staff consulted with members of various academic departments on such studies as the design for an experiment to determine the effects of class size upon student achievement in a certain course, a prediction study for the School of Nursing (to predict success on the state board nursing examinations), the comparison of two methods of vocational counseling, a study to determine relationship between frequency of course meetings and student achievement, and many others.

The university participated in the California-Western Conference Cost and Statistical Study, and was obligated to gather cost data concerning three phases of its program: physical plant, instruction, and administration. The Bureau was asked to gather data on staff instructional and administrative activities. From the 1956-58 President's Report (as submitted by the Bureau Director) is quoted:

> "To meet objections often raised against the use of student credit hours as a basis for allocation of instructional funds, the staff worked to develop a new basis for allocating instructional funds, using

> data from the California-Western Conference Cost Study. As a result, a new index was derived which combined measures of study class hour loads and previous expenditures per student class hour for use in fund allocation. This index which automatically adjusted for colleges which were above average in faculty instructional load or below average in expenditures received, was used to allocate funds for supplementary staff positions for the 1956-57 year. Summaries and comparisons, by college and rank, were made of percentages of time spent by University . . . staff members on such activities as teaching, research, administration, public and professional services, and student services. An inter-institutional analysis compared large and small institutions in terms of unit instructional expenditures and student-class-hour faculty loads, both for specific subject fields and for the total instructional program. Various other analyses involved inter-institutional comparisons of rank of staff, staff salaries, a factor analysis of different types of expenditures, and relative expenditures and staff devoted to teaching and research activities. "

The Bureau of Educational Research section is considered as a department of the College of Education also. It conducts, coordinates, and facilitates faculty sponsored research on significant educational problems, with a major emphasis on problems of elementary and secondary school level and teacher training. It, too, has an advisory committee, and for 28 years has shared the office facilities with the Bureau of Institutional Research. While it does not attempt to work with more than 15-20 projects involving a like number of faculty within a year, over a period of years every faculty member can participate in a project largely of his selection. Some of the recent research efforts include:

1) a longitudinal study of the relation of changes in teachers' attitudes to teachers' ratings of community and school characteristics.
2) a six-state cooperative research project on the preparation of Home Economics teachers.
3) a survey of the relations between intermediate grade pupils' attitudes toward school and characteristics of their teachers as indicated by the colleges' personnel data.
4) a survey of core curriculum practices in the state's high schools.
5) the development of children's quantitative concepts.

In addition to study-making, the Bureau publishes two series of professional monographs to provide avenues for publication of research studies. Further, several bulletins, written by members of the college faculty, have been printed.

Looking at the efforts of the Bureau of Institutional Research over the years, one is tempted to conclude that this organization either has studied, or decided not to study, almost every kind of problem in higher education which might be indentified. On the other hand, Dean's offices, individual faculty members, and various campus organizations also engage in institutional research. The President's Report for 1954-56 contains this statement from the Office of Admissions and Records:

> "The office began the regular collection of term-by-term faculty load reports for use by the President's office. Also, by administrative request, it took over and continued compilation of the all-University book and supply requirements list for use by all bookstores regularly patronized by the student body. Numerous research projects came to the office. Two such major University activities drew heavily on staff time and energies during the biennium. One of these was the California and Big Ten Cost and Statistical Study for which the Room Scheduling Office contributed basic data on instruction and staff. The other was the 1956 Report to the Legislative Interim Commission on State Building Needs. Here again the office not only provided much of the background data on present buildings and their utilization but also identified the pattern of building utilization among the colleges of the University. It coordinated the forecasts of student enrollment, as for the University Self-Survey, and devised formulas for estimating the need for further building areas to accommodate increased numbers of students in the various instruction-related services."

This statement from the Dean of the Office of Admissions and Records further describes the extent of the institutional research operations in his office:

> "Although basic institutional studies are made by the Bureau of Institutional Research and the Office of Admissions and Records, neither of these offices has control over all studies undertaken . . . Both offices provide counseling and service on research programs -- indeed, this is the primary mission of the Bureau of Institutional Research. Utilization of the services of these offices for research is voluntary . . . As for the Office of Admissions and Records, we can say by way of illustration that quarterly grade reports are

> routinely promulgated to the various colleges and schools . . . We know of several divisions which have used such reports in conducting formal or casual studies on "teaching methods" that might quite properly be considered institutional research. There are likely many more and the results will be varied indeed. "

In commenting about the importance of the Bureau to the institution, one person felt that it had played a significant role in raising the educational level of the state's population. It was reported that the state had the lowest rejection rate in the nation for the armed forces due to illiteracy. While it is not a wealthy state, much has been done to educate the people in the best use of what they have. Another point of importance seems to be the ease with which it becomes possible for faculty and students to undertake and produce research. The facilities of the Bureau are extensive, and the individual has opportunity to consult with and obtain assistance from some of the finest researchers in the country. The value of this kind of approach to institutional research should not be overlooked.

Institution 8, enrolling over 25,000 students, had a Bureau of Institutional Research which has operated as such for about two years. Its Director formerly served as Registrar, Dean of Students, and for 10 years as Vice-President. He resigned from the latter post to assume his current duties. This position includes approximately half-time duties in research with the state's Committee for Higher Education. Staffwise, the office appeared to include only the director and one secretary, but graduate students plus part-time help are available when needed. Furthermore, the resources of the committees' downtown offices are likely to be utilized. There is also an IBM machines section in the Registrar's office which is available when needed.

The Registrar, who completed one of the questionnaires used in the study, made this comment:

> "Prior to the creation of an appointment in Institutional Studies, this function was part of the Registrar's office. Primary difficulty was budgeting to support this aspect of activity at a time of increasing demands for service from the office of the Registrar — e. g. competition among functions for increased budgetary support."

There was indication also that although the major portion of the study-making responsibility had passed from the Registrar's office, that office besides routine items, still maintained an active role and interest in institutional research.

Some of the studies which the Bureau had thus far undertaken included such topics as:

1) projected enrollments of the State's colleges and universities in 1963 - 1964.

2) a survey of physical facilities at the State colleges and the university (includes recommended standards).

3) from where do the State's students come who attend the State colleges and the university?

4) a study of students transferring to the State colleges in the fall of 1956 (State supported).

5) from where do the State's students come who attend the private colleges in the state?

6) projected capacity of the State's private institutions of higher education.

7) retention of students in the State colleges and the university.

8) background facts about teaching assistants in selected departments which teach freshman courses in the university.

9) background facts about students who were dropped from the university at the end of the Fall 1958 semester.

10) a statewide inquiry into decisions of youth about education beyond high school.

The Registrar's office continues to play an important role in institutional research, however, as evidenced by the basic enrollment statistics provided each semester, and by such studies as:

1) predicting college success.

2) volume, income, analysis of load peaks, and problems of administering transcript certifications.

3) analysis of program changes.

4) analysis of late registrations.

5) analysis of procedures in restriction of records for unpaid bills, fines, etc.

6) analysis of applications for admissions, (admissions) completions, and acceptances leading to registration.

7) procedures for student directory publication and copy preparation.

It is notable that several of the above studies are related to the procedures for accomplishing specific tasks in the Registrar's office. From no other institution was there mention of this type of study, yet those studies are especially significant for the improvement of services performed by such an office.

Like other large colleges and universities, not all of the institutional research emanates from one or two central offices. That which is done, however, appears to receive appropriate attention. The publications of this research office were some of the most attractive seen anywhere. Some were published through the State's Committee on Higher Education, some through the College of Education (the Director holds a professorship in this college), some through the Office of Institutional Research. Certainly the Director's long standing acquaintance with the problems of the university and the State play an important part in determining not only the subjects studied but also the acceptance given the final reports.

C.

Institutional Research at a Woman's College

Institution 9, enrolling over 1,500 students, is a two-year junior college for women. Its first Director of Institutional Research was engaged on a part-time basis, and in 1920 set about to maintain an expanding research unit as a major part of the school's educational organization. Quoting from the 1959-60 bulletin of the college:

> "Improvement is regarded as a major function of the administration and faculty at (this) college. It is considered an essential element in a program of functional, general education, a guarantee that such a program will be kept alert to the changing needs of the individual in a changing society. (The college) welcomes to its staff people with ideas and gives them the freedom and assistance they need in improving their work and the program. . . Of paramount importance is the fact that the Research Service was established as a service agency to the entire faculty and not as a department which would carry on necessary studies independently of the faculty. Its functions of lending technical assistance and of coordinating the research efforts of the campus have stimulated the members of the staff to investigation of their problems. Under such a plan, the research program of the college is carried forward not by a few individuals, but by the entire faculty."

In 1920, a monumental study about woman's education was undertaken. It included a comprehensive analysis of the activities and interests of several hundred women, all college graduate, who were homemakers or professional women. This study led to a change in the content of many of the college's courses, and called attention to the fact that many groups of activities common to women's lives were not adequately represented in the curricula then offered.

The outcome of this research led to much experimentation with course content and teaching method, and the college became widely known as an experimental school. This attitude toward experimentation continues today with two ideas which have carried forward from the beginning of the research program namely: faculty are encouraged to experiment with teaching method and content as long as they include in their plans a method for evaluating the experiment; also they should undertake only those experiments which they will finish. To help coordinate these efforts a research director is employed on a part-time basis, serving the college on-campus two days each month, while retaining a position as Associate Research Director at another institution. While on-campus he serves as an advisor in research and a consultant to any and every member of the faculty who wish to discuss some plan or project they have in mind. Currently the college is engaged in a total self-study, and he is on-campus full-time for the second semester to coordinate this work.

The office of research director, while existing since 1920 has had both part-time and full-time directors, and the present director is the first after a period of almost five years when the post was vacant. While it is the central office for coordinating such work, institutional research is accomplished through several offices. The Registrar maintains all records except the confidential ones, and these are summarized as needed for reports of teaching load, class size, and grade distribution. The admissions counselors do research concerning the kinds of high schools from which the students come. The new faculty serve a two year in-service term as student advisers, and continuous evaluation and modification of the advising program is maintained.

The system of monthly Individualized Progress Reports on students gathers ratings from advisers, dormitory counselors, and faculty members which, after being mark-sensed on IBM cards, are processed by the Registrar's IBM tabulating department and distributed to appropriate personnel. Summaries derived from these reports are also made available to the administration for study and action.

The Psychology Department is experimenting with larger sized sections. Under a grant from the Fund for the Advancement of Education, the college is experimenting with a closed-circuit tele-course entitled "Ideas and Living Today." Likewise, the General Humanities and Literature staffs are conducting experiments with their courses in which one session each week is presented over closed-circuit T-V. The college pioneered in offering a course entitled, "Marriage and the Family," which now is offered on many campuses. The instructor of the course entitled "Issues in American Government" is experimenting with holding telephone class conferences with key people throughout the nation who are most centrally involved in the issue under immediate consideration by the class. The students are permitted to ask questions and hear the answers straight from the person called. The college bulletin states:

> "With the help of the Research Service and faculty sponsors, the student body has consistently sought answers to its own problems. Campus surveys, leadership training, and organization of extra-class activities are some of the subjects of student research work carried on with the same earnestness and the same techniques as faculty research."

The Research Director is an ex-officio member of the steering committee set up to conduct the self-study. The study was undertaken beginning with a faculty vote to undertake it in September, 1958. The deadline for completing it has been set for Christmas, 1959. A number of areas for investigation have been set up and these include the:

1) administration (decision-making powers of the institution)

2) faculty personnel policies (conditions of work)

3) financial structure of the institution

4) curriculum

5) student-life program

6) teaching and instruction

7) aids to learning

8) philosophy and purpose

9) physical plant.

The need for something like a "revival" every two or three years in order to implement the expected findings of the self-study was readily acknowledged by the director. Faculty, he noted, are pretty well "pooped out" after completing a self-study, and need encouragement to implement their findings.

The orientation of this college toward experimentation and institutional research has brought national recognition and admiration.

Obviously, research itself would not have sufficed had not there been an administration which believed in and utilized research findings. It would indeed be difficult to find another institution of this size throughout which research activities are spread so uniformly among students, faculty, and administration

D.

Some Problem Areas

There are many problems connected with the development and utilization of institutional research. The three, described briefly here, were more or less visable at one or more of the institutions visited.

1. While definitions of institutional research seemed to vary, there did appear to be two known origins of research problems, namely: those problems which were instigated by the President or other administrators to answer specific questions; and those which arose out of the concerns of faculty members for researching general areas in higher education. While the interests of the two instigators could converge on the same problem, some research problems are bound to be more exclusively administrative (i. e. a "costs of instruction" study). Therefore, it seems that research directors can find themselves

"in the middle," so to speak, in trying to identify with the faculty group, retaining "respectability" as a faculty member, and at the same time trying to perform the needful fact analysis which can lead to administrative decisions not likely to be popular with the academicians.

2. Regardless of its organization for institutional research, some personnel at each institution visited expressed satisfaction with their present arrangements for institutional research. One chief executive, (without a research office) however, felt that while the cabinet of deans operated in a satisfactory manner in regard to institutional study coordination, the various offices and agencies within the university did not generate self-study to the extent he felt desirable. At another institution one research director, on the other hand, felt that he had made many studies which had not been implemented. This gap which exists between actual and optimum results from a research program may well be one of the realities to be generally operative under either system.

3. Institutions with research offices usually were represented by documents which were well organized, attractive in format, cogent in narrative, and in other ways professionally acceptable. However, two of eight produced documents which were for the most part 8 1/2" x 11" mimeographed or IBM machine produced statistical tables.

While these usually were related to instructional costs and enrollment projections, the fact that attractive binding, carefully stated objectives, an analysis of the data and a statement of conclusions were missing seemed in no way to lessen the importance or clarity of the message for decision-making. This suggests that while the functions served by narrative and binding of research reports may be related both to the subject studied and the public for which it is developed, it is not universally a "must" for a study which ultimately will affect decision-making within the institution.

Other problems revealed but not solved through this study include:

1) determining what would be the proper academic background for institutional researchers to provide ready assimilation of administrative problems.

2) the value of having a researcher to "produce" research regardless of whether it is used or not.

3) the proper use of studies internally which normally can be expected to be routine (i. e. grade distribution studies, etc.).

4) the appropriate allocation of finances to cover costs of institutional researching.

5) assuring access of the researcher to appropriate data and facilities.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The function of institutional research as a basic tool for administrative decision-making is rapidly growing. This report has attempted to assess to some extent the scope and content of institutional research, the organization to produce it, its impact, if any, upon the institution's destiny, and the role of the Registrar in conducting it. The methods of study involved preparing and sending a questionnaire to selected institutions, and visiting a group of institutions some of which were known to have separate Bureaus of Institutional Research.

Responses to the questionnaire totalled 51, and institutional visits totalled eight. An analysis of the questionnaire was made, dividing the institutions into four major groups by size with further sub-groupings by region and type of support. The findings suggest the points which are herewith summarized.

Differences in the number and kinds of areas researched are due at least in part to the size of the institution. Except for the largest group, the larger the institution, the greater is the number of areas investigated. The five areas in which studies most often were reported include Admissions, Facilities, Grading and Examinations, Institutional

Purposes (Planning and Enrollment Forecasts, and Student Characteristics. Studies of Alumni are among the most frequently reported by non-state supported institutions and among those least frequently reported by the state supported groups. Areas of study which most often were studies without help from the Registrar included Finance, Administration, Alumni, and Library. The 33 state supported institutions appear to be more active in study-making than the 18 non-state supported ones. If, however, the reports of institutions of comparable size are studied, they indicate that the 13 non-state supported institutions were more active in study-making than the 26 state supported ones. The impression of greater study-making activity by the 33 state supported institutions was probably enhanced by the presence of the six institutions enrolling 20,000 or more students who appear to be very active in institutional research.

The Registrar was not a frequent "requester" to have studies made. However, those areas for which he did sometimes request studies included Admissions, and Grading and Examinations. Reports were more often prepared by the Registrar in the largest institutions, the southern institutions, and the state supported institutions. His role in study-making also included letting his records and equipment be used by other offices when needed.

Southern institutions appeared to be more active than non-southern ones; however, the sampling of non-southern institutions was accomplished on a different basis from that applied to the southern ones, and therefore the above statement should not be taken too seriously.

As producers of studies, the Registrars reported themselves as very active. When compared with other administrative offices and bureaus they appeared to produce about one-third of the total studies reported. Most frequently produced were studies in the areas of Admissions, and Institutional Purposes (Planning and Enrollment Forecasts). The majority of all studies reported were produced at the request of the President. He more than other administrators was credited as the initiator of all types of institutional study. The Registrars, however, indicated a decidedly large number of studies undertaken at their own initiative.

Most of the studies were reported as produced annually with studies produced on a quarterly or semester basis next in frequency.

When the questionnaires were analyzed to determine the presence of a pattern for study-making based upon "the role of the Registrar - study produced by - study requested by" responses, three emerged in good quantity:

h-c-a	No part played by Registrar - produced by another administrative office - requested by the President's office.
c-a-g	Study prepared by the Registrar - in his office - on his own initiative.
c-a-a	Same as c-a-g except that the study was requested by the President.

Areas of studies which most often came from the application of these three patterns included:

h-c-a	Finance, Administration, Alumni and Library.
c-a-g	Articulation, Admissions, Grading and Examinations, Student Characteristics, and Self-Studies.
c-a-a	Admissions, Institutional Purposes (Planning and Enrollment Forecasts).

The analysis of information obtained from interviews with 46 people concerned with institutional research in eight colleges and universities was then presented. These institutions ranged from 1,500 to 36,000 in enrollment. Four had central offices of institutional research. The organization for institutional research, types of studies produced, personnel involved, and strengths and weaknesses of the system as stated by the personnel interviewed were described. Finally, certain problem areas were identified which might well be considered as persistent and perhaps unsolvable.

It would appear that decentralization of institutional research activities is present both in the smallest and largest institutions; in the former because of the lack of a designated office to coordinate or direct the activity, and in the larger because institutional research is conducted in various schools and over divisions of these institutions in addition to the central office. It would appear also that as the institution increased in size, the Registrar enlarged his role from that as a supplier of data on demand to that of a consultant, director, or co-director and initiator in institutional research studies. There seems to be an opportunity for the centralized institutional research unit either to specialize in one type of activity (e. g. cost of instruction studies) or to be comprehensive in the selection of topics researched. This specialization however, is believed to be related both to the interests and competencies of the research staff, and to the interests and needs of the individual or committee to whom the office reports. While this study focused its attention upon the research activities of the institutions which were continuing activities it became obvious that surveys by outside agencies and state Boards of Higher Education were "generators" of such work also. Needless to say, a study of these eight institutions revealed no one plan of organization which would appear to be superior to all others generally for developing and continuing institutional research activities.

It was stated at the beginning that this study might best be viewed only as an attempt to learn more about the possibilities for service which institutional research activities can provide, and the role which some Registrars have assumed in it. The questionnaire was designed to enable one to know more about:

1) What is institutional research? What is its scope; its content?

2) In what ways may the resources of the institution be organized to provide it? What are the sources of data for institutional research?

3) What impact, if any, does such research have upon the destiny of the institution?

Questionnaire responses were supplemented by interviews and several letters (see Appendix D) and, taken together, provided answers to the first two questions with reasonable definitiveness. The impact of research upon the institution's destiny, however, has been more difficult to assess. Occasionally, a questionnaire respondent would list studies such as Grade Distributions by Departments and Schools, Scholastic Averages, Space Allocation and Utilization, Articulation of Secondary-College Relationships, and Student Characteristics Studies of Entering Freshmen as examples of institutional studies which led to improved economy, efficiency, or opportunity for service for his institution. This, while answering the question in part, still left unanswered the specific ways in which institutional behaviour was modified. It is also true that much of the information supplied by the Registrar was done informally. The letter which accompanied one of the returned questionnaires makes this point:

> "Our reports are often informal reports before a Committee or the Faculty Council, and often material that might be considered a report is included in a memorandum or private discussion with a department head or instructor in charge of a subject. In other words, much of our activity is in the area of some of the categories listed in your questionnaire, but very seldom do we find it necessary or advisable to compile a formal report . . . "

Another institution, however, offered some rather clear-cut statements concerning the impact of its institutional studies.

> "Space utilization studies have been most helpful in planning the building program. Enrollment estimates which have been detailed enough for estimating enrollments in departments and courses have been valuable in projecting faculty needs. Studies of faculty loads and sizes of class sections have been important in making optimum utilization of the faculty. Salary studies have been important to the Budget committee in determining funds needed for salary increases. "

In view of the fact that information about the impact of such studies upon the institution is so rare, yet so necessary if the research operation is to be fully appreciated, it would seem logical to encourage Registrars and other researchers to include, where possible, some sort of "follow through" evaluation on the results of studies made. It can also be hoped that other studies about institutional research which are now under way will be more successful than this one in exploring the matter.

One of the most gratifying revelations of the study has been the impression gained from the questionnaire that these Registrars generally have a great interest in institutional research activities. That this interest extends beyond their own offices was evidenced by their knowledge of the work of other offices in this sphere of activity. Ample opportunity was afforded each respondent to indicate that he had no information about the existence of studies in each research area. The fact that so few of them found it necessary to express themselves in this manner with any great frequency suggests both interest and knowledge about these research activities which institutions of higher education probably will need to put to even greater use in the years ahead.

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APPENDIX A.

LETTER AND QUESTIONNAIRE SENT TO COLLEGES AND UNIVERSITIES AND A LIST OF THOSE WHOSE QUESTIONNAIRE RESPONSES WERE USED IN THE STUDY

Dear Sir:

One of the purposes of the Southern Regional Education Board is to serve as a clearinghouse for information on regionally significant activities in higher education. It recognizes continuing institutional research done by colleges and universities on their own internal operations as an especially significant activity. It believes that such institutions, both large and small, may sharpen the impact of their educational programs with greater efficiency if there can be a sharing of the know-how in institutional research.

The organizational pattern which exists to provide this kind of research information to administration differs widely from institution to institution. In some colleges there exists an office or bureau of institutional research headed by a director who produces continuing studies, as well as special studies on various problems as the need arises. In some colleges, appointed faculty committees plan and conduct this kind of research. In still others, one or more administrative officers, such as the vice-president or registrar, may be responsible for continuing institutional research studies.

To help determine the variations in organization and approaches to institutional research which may exist and to help define the role of the registrar in this program, the enclosed questionnaire is being circulated to registrars at selected institutions. It would be appreciated if you would return the completed questionnaire in the enclosed self-addressed envelope no later than December 8, 1958.

Sincerely yours,

Rollin E. Godfrey
Research Fellow

Southern Regional Education Board
881 Peachtree Street, N. E.
Atlanta 9, Georgia

To: College and University Registrars and/or Admissions Officers

From: Rollin E. Godfrey, Research Fellow, SREB, and Registrar-on-leave from the Woman's College of the University of North Carolina at Greensboro.

SUBJECT: AN INQUIRY CONCERNING INSTITUTIONAL STUDIES AS CONDUCTED AT YOUR INSTITUTION.

It would be appreciated if you would return the completed form before December 8, 1958 to Dr. Rollin E. Godfrey, Woman's College of the University of North Carolina, Greensboro, North Carolina.

- -

1. Twenty-four categories for institutional studies have been identified by the U. S. Office of Education and have been adapted for listing below. Please indicate in the column headed ROLE OF REGISTRAR, the part played by your office with respect to reports produced at your institution during the past two years; enter one or more of the following letters, opposite each category:

    a. No reports in this area
    b. Requested by Registrar
    c. Prepared by Registrar
    d. Planned or conducted with assistance of Registrar
    e. Registrar's records used
    f. Registrar's equipment used
    g. Used by Registrar
    h. No part played by Registrar
    i. Other (please specify)

2. Please enter one or more of the following letters in PRODUCED BY column:

    a. Registrar and/or Admissions Office
    b. An office of institutional research
    c. Another administrative office
    d. Administrative and/or faculty committee or faculty member
    e. Campus organization or chapter
    f. Other (please specify)
    g. No information

3. Please enter one or more of the following letters in REQUESTED BY column:

    a. President's office
    b. Dean of the Faculty
    c. Dean of Arts and Sciences
    d. Graduate Dean
    e. Faculty Council
    f. Student organization sponsored
    g. Self-initiated
    h. Other (please specify)

4. Please enter one of the following letters in the FREQUENCY column:

    a. One time
    b. Annual
    c. Quarterly
    d. Monthly
    e. Other (please specify)

5. Please circle reports "in progress".

CATEGORY	ROLE OF REGISTRAR	PRODUCED BY	REQUESTED BY	FREQUENCY
Administration; organization and management				
Admissions; student selection; scholarships and prizes; loan work				
Alumni; programs and surveys				
Articulation; secondary-higher, undergraduate and transfer				
Curriculum; consolidation and intergration of subjects				
Extension and adult education				
Extracurricular activities, including athletics				
Facilities; space utilization, plant and equipment				
Faculty; recruitment, or orientation, evaluation, salary and promotion, load, and fringe benefits				
Finance; support and expenditures				
Grading and examinations				
Graduate education				
Graduation requirements and degrees				
Independent study and honors programs				
Institutional purposes; planning and enrollment forecasts				
Liberal-general education				
Library; methods and facilities				
Professional and technical education				
Self-studies and surveys				
Students; backgrounds, orientation counselling and attrition				
Summer Sessions				
Teaching methods				
Work-study programs				
Other studies as indicated on next page				

6. Please cite examples of institutional studies performed by your office which led to improved economy, efficiency, or opportunity for service for your institution.

7. In order to examine variations in content and procedure, it would be helpful to receive a copy of your annual report or copies of any of the studies described above, where possible.

_____ Under separate cover I am sending material as checked above which seems pertinent to this inquiry.

_____ We have no material available to send you at this time.

Signature

Institution

Date

INSTITUTIONS WHOSE QUESTIONNAIRE RESPONSES WERE USED IN THE STUDY

University of Alabama
Alabama Polytechnic Institute
University of Arkansas
The American University
Barnard College
Baylor University
University of Buffalo
University of Delaware
Duke University
Florida State University
The George Washington University
Georgetown University
University of Georgia
Georgia Institute of Technology
Georgia State College of Business Administration
University of Houston
University of Illinois
University of Indiana
State University of Iowa
The Johns Hopkins University
University of Kansas
University of Kentucky
Louisiana State University
University of Louisville
University of Maryland
Massachusetts Institute of Technology
University of Michigan
Michigan State University
University of Mississippi
Mississippi State University
University of Missouri
University of North Carolina
North Carolina State College
Ohio State University
Radcliffe College
College of St. Catherine
Smith College
University of South Carolina
Southern Methodist University
University of Tennessee
University of Texas
Texas Christian University
Texas Woman's University
North Texas State College
Texas Technological College
Vassar College
University of Virginia
Virginia Polytechnic Institute
University of West Virginia
University of Wisconsin
Yale University

APPENDIX B

BIBLIOGRAPHY OF MATERIALS RELATED TO INSTITUTIONAL REPORTS AND STUDIES FROM SELECTED COLLEGES AND UNIVERSITIES

Collected from September, 1958, through February, 1959

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2. Administrative Organization Louisiana State University. August, 1958. 1 pp.

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5. Laws and Regulations Covering the University of Wisconsin. Revised September, 1958. Office of the Secretary of the Faculty. University of Wisconsin. September, 1958. 38 pp.

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3. A Study of Grades Earned by First-Time Florida Freshmen in Relation to Florida State-wide Twelfth Grade Testing Program Scores, American Council on Education. Psychological Examination Scores, and High School Records: Fall Semester, 1957 - 1958. Office of Institutional Research and Service. Florida State University. June, 1958. 23 pp. (Also listed under K.)

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D. Articulation; Secondary-Higher, Undergraduate and Transfer

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APPENDIX C

SOME "DO'S" AND "DON'TS" FOR OPERATING AN INSTITUTIONAL RESEARCH PROGRAM

From the visits, conferences, and letters, there emerged some comments of a general nature which were thought to have significance and interest. Some of these are contradictory with others, but are possibly of some value and, at least, worth noting.

1. The researcher should never "pontificate" with regard to the findings of his investigation. His obligation is to search diligently after the facts, to record them accurately, and to explain their meaning, but not to suggest what should be done about them.

2. Publication of research findings is not an end in itself. It is a by-product, and one should not start a research project with the thought in the back of his mind that this would be something to publish.

3. It is an obligation to provide a summary of the data for each person who completes a questionnaire used in the study. This is true whether or not the contributing individuals are members of the institution's staff.

4. If a research project is worth doing at all, it is worth scrupulous attention and followup on gathering all of the data needed. The cost of telephone calls, telegrams, and similar followup techniques is small indeed in comparison with having complete returns on the questionnaires.

5. There are no master plans for institutional research. Each program must be tailor-made for a particular

institution, and must grow out of the peculiarities of the institution which it serves.

6. The researcher should always try to identify with the faculty, and try to maintain the image of himself as a faculty member. Likewise, he should try to make it clear to his colleagues that the research office is not draining away funds from instructional purposes to be applied to administration.

7. If the researcher "identifies" with the faculty, and in particular with his department, there may be a reluctance on the part of other departments to permit him to research in an area which might not be considered as within the jurisdiction of his department.

8. In inaugurating an institutional research program, it should be carried on by people who are very well-known on the campus, thereby giving the project status and perhaps increasing its interest to other faculty generally.

9. Before organizing a full-scale institutional research program, a "demonstration" study should be made in order to establish the feasibility of the idea.

10. The three ingredients for a successful institutional research program are: a) the program must be in a recognized office; b) the faculty must be involved; c) there must be budgetary provision.

11. It is not a good idea to superimpose a research organization where there already is some research going on. The organization should be allowed to grow out of the work being done.

12. There is likelihood of a considerable amount of opposition to bringing in people from the outside to perform this function unless something can be done to convince those already on the scene that this is really necessary.

13. Unless a study has been requested, the researcher ought not expect it to be used.

14. It would be difficult to keep really high caliber people in an institutional research organization unless they have an opportunity to do the kinds of things which will give them recognition.

15. Institutional research organizations should be responsible directly to the chief administrative office in order to expedite the channeling of questions and answers, and in order to promote ready access to data.

APPENDIX D

SELECTED COMMENTS ABOUT INSTITUTIONAL RESEARCH TAKEN FROM LETTERS RECEIVED

In addition to the 51 questionnaires and eight visits, four letters (in addition to the one already quoted) were received offering comments regarding the institutional research program. These are included here to add to the total impressions which have been gained regarding this activity.

From a Southern State University enrolling 13,000 students, the Registrar wrote:

> ". . . the Office of the Registrar is in charge of admissions, and carries on many studies in connection with the admission of students, student selection, retention, and failure; but it has nothing to do with scholarships, prizes, and honors programs, which studies are conducted by the Office of the Dean of Student Personnel."

From the Registrar of a Southern Agricultural and Mechanical College of nearly 7,500 students came this statement:

> ". . . We, of course, do have considerable institutional research, but we have no centralized agency whose responsibility it is to supervise this type of activity."

The Academic Vice-President of a Southern Private University of over 6,500 students offered the following:

> ". . . This university presently is in the process of making a complete and major study in all the areas you list on the questionnaire. Some of these are virtually complete, others mid-way, and still others not yet begun. The administration of the institutional survey is centered in this office.
>
> . . . Our general approach has been to have each major division study itself in regard to several overlapping categories of those you list, for example, the College of Arts and Sciences is studying its curriculum, its facilities, its faculty, its independent study and honors programs, its purposes, its student body (both present and projected), among other things. Wherever appropriate, we have used not only the administrative officers of the particular division, and faculty and staff members representing the division, but also consultants from outside the university considered experts in their fields. Thus we have had an analysis performed on our space facilities by a space utilization organization, working in co-operation with university people; an I. B. M. representative to assist the Registrar in the conversion of records to machines, as well as a faculty member well-versed in this field to work out the details; an outstanding librarian to advise on library plans, and outstanding admissions officer to assist in the evaluation of admissions programs; and so on.
>
> Specifically the Registrar's Office has played significant roles in the self-survey of its own activities, and in the provision of records on student performance to those making a self-survey of the various dividions . . ."

The Recorder from an Eastern Woman's College enrolling nearly 1,500 students offered this statement:

> ". . . We are continually doing reports on everything.

Most of the figures for reports originate in our office. Some reports are done in the office, others are done by Faculty Committees from figures furnished by our office or made available by our office. It's hard to put these different types of reports in specific categories.

For instance space utilization -- there was an extensive report in 1951. When the firm of Cresap, McCormick and Paget did a survey on the college, everybody furnished figures and our office furnished most of the figures on classroom use. Later in the 1950's there was another survey on space utilization with Faculty Committees involved and we furnished the basic figures though a Faculty Committee made the report. Each semester we keep records of classroom use and furnish figures to the Dean or President or special committees whenever requested.

Last year (the) . . . college was evaluated by the Middle States Association of Colleges and Secondary Schools. Studies of all sorts were done under the direction of the Associate Dean. Some reports were done in our office and many figures were furnished to the Associate Dean and Special Staff who were working on the report.

At present, we have a Faculty Committee on Educational Policy working on an extensive report to the Faculty, through sub-committees, on Admissions, Curriculum, Distribution Requirements, Schedule, College Calendar and Schedule, etc. Figures are continually being requested and furnished.

Some Reports that are issued as routine from our office are:

Statistics on marks - reports to Faculty every two years.

Annual statistics for Dean's Report including Withdrawals.

Continuity in 4-year course, Students' Records Statistics, Geographical Statistics, Choice of Major Field.

Statistics on Teaching Load - report to the Dean, the President, the Advisory Committee and Chairman of Departments every semester.

Statistics on schedule that are used by the
Recorder and Chairmen of Departments
in connection with scheduling classes.

Other statistics and figures that are done frequently, sometimes on request from the Dean or the President or some Faculty Committee are figures on withdrawals and enrollment. Comparative enrollment figures such as enrollments in natural sciences or social sciences or languages over certain periods are often furnished. Recently there was a study on the number of courses offered in 1905, 1915, 1925, 1935, 1945, 1955. Comparative figures on major field choices is another frequently requested item.

Questionnaires are continually being received which involve tabulation of figures in various forms on practically everything. There are always the Enrollment Figures for Federal and State Agencies, often with figures on special fields of study. As you know questionnaires always ask for figures in slightly different form, but the basic figures are in our office. "